DOCUMENT RESUME

ED 077 930 TM 002 725

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TITLE Florida Statewide Assessment Program 1971-72 Technical Report; Section 3: Statewide Results and Recommendations.

INSTITUTION Florida State Dept. of Education, Tallahassee. Bureau of Planning and Evaluation.
PUB DATE 72
NOTE 112p.
AVAILABLE FROM Evaluation Section, Department of Education, Tallahassee, Florida 32304

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Auditory Discrimination; Grade 2; Grade 4; Listening Comprehension; *Reading Achievement; Reading Comprehension; *Reading Skills; Reading Tests; State Programs; Statistical Data; *Student Evaluation; Study Skills; Syntax; Tables (Data); Technical Reports; *Test Interpretation; *Test Results; Visual Discrimination
IDENTIFIERS *Florida

ABSTRACT

The third section of a four-art technical report on Florida's Statewide Assessment Program provides statewide results of tests of reading-related skills in grades 2 and 4 and recommendations based on the results. A description of the reading-related skills is provided in Chapter 1, which covers assessment of reading skills, organization of objectives, auditory perception and discrimination, visual perception and discrimination, identification of phoneme-grapheme correspondences, word processing, recognition, listening comprehension, reading comprehension, meaning, study skills, syntactical structure, and figures of speech. Results, interpretations, and recommendations for grades 2 and 4 are provided in Chapters 2 and 3, respectively. Recommendations include emphasis on phoneme-grapheme correspondences, teaching basic sight words, reading and listening comprehension skills, and word attack skills. (For related documents, see TM 002 724, 726-727.) (KM)

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Florida Statewide Assessment Program

TECHNICAL REPORT

Section 3

Statewide Results and Recommendations

1971-1972

DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN, Commissioner

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Section 3, "Statewide Results and Recommendations," of the Technical Report was prepared by Dr. Martha C. Cheek of the General Education Specialists Section, Bureau of Curriculum and Instruction, and by Judy L. Haynes, Evaluation Section, Bureau of Planning and Evaluation, Division of Elementary and Secondary Education, Department of Education. Requests for information or copies should be sent to the Evaluation Section, Department of Education, Tallahassee, Florida 32304.

This public document was promulgated at an annual cost of $1,220.28 or $.41 per copy to inform interested parties of the 1972 Florida Statewide Assessment results and to provide information with which these results can be interpreted pursuant to Chapter 229.57(3)(c) Florida Statutes.

ED 077930

Florida

Statewide Assessment Program

1971-72 TECHNICAL REPORT

Section 3

STATEWIDE RESULTS AND RECOMMENDATIONS

Florida Department of Education

Division of Elementary and Secondary Education

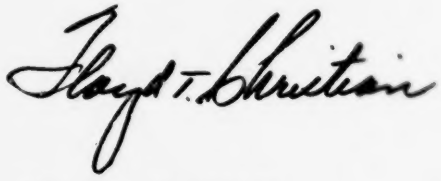
Bureau of Planning and Evaluation

FOREWORD

The Florida Department of Education is currently implementing a statewide assessment program which will provide in-depth information about the strengths and weaknesses of Florida's educational system. One of the most important features of this assessment program is its measurement of specific educational objectives which identify the skills Florida students should achieve from their educational experience.

The information about student achievement will enable educators to pinpoint weak spots and redistribute educational resources to achieve better results. The ultimate effect of this effort will be improvement in the degree to which our school system prepares students to function in society.

Developing an assessment program of this scope has been a monumental effort for the Department of Education. I am proud that the Department can present the procedures and results of this year's assessment program as a step toward improving the state educational system.



Floyd T. Christian
Commissioner

PREFACE

One provision of the Educational Accountability Act of 1971 was the establishment of a Statewide Assessment Program which would measure the degree of student achievement of statewide educational objectives. As the first step in implementing the assessment program, in 1971-72 a sample of second and fourth graders in each school in the State were tested on their achievement of selected reading-related skills. Approximately 53,000 students, or twenty percent of the students in each grade, were tested on the statewide objectives.

These objectives, chosen by teachers and other educators throughout the State, identified a number of important reading-related skills. Achievement of the objectives was measured through objective-referenced tests; that is, each objective was measured by one or more items.

This, the first public report of the Statewide Assessment Program, outlines the background of Florida's Assessment and Accountability Programs. In addition, it describes the procedures, results and recommendations of the 1971-72 assessment of selected reading-related skills.

The report has been prepared in two forms: a brief Capsule Report which summarizes the key results and recommendations of the State's performance on the assessment; and a multi-section Technical Report which describes the assessment program. The sections of the Technical Report are:

Section 1: Introduction, Procedures, and Program Recommendations

Section 2: Statistical Information

Section 3: Statewide Results and Recommendations

Section 4: District Interpretations

You are reading Section 3 of the Technical Report. The other sections of the Technical Report and the Capsule Report are available upon request from the Evaluation Section, Department of Education, Tallahassee, Florida 32304. When requesting the Technical Report, please indicate which sections you wish to receive. For Section 4, "District Interpretations," the subreport for each district is bound separately, so please identify which district's interpretation you would like.

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CHAPTER I

DESCRIPTION OF READING-RELATED SKILLS

Is reading decoding? Is reading strictly a matter of comprehension? Is reading a balance of decoding and comprehension? These are questions which arise whenever an attempt is made to author a universally accepted definition of the term "reading." Although determining a single definition for reading has proven elusive, acceptable meanings have been developed which reflect a philosophical emphasis of a process.

For the purposes of the 1971-72 assessment, reading was defined as the meaningful interpretation of printed or written symbols. This definition includes the processes involved in decoding printed or written symbols in order to gain meaning. The definition was operationalized by some 154 objectives which identified specific reading-related skills. The major skills represented by these objectives were listening comprehension, meaning, word processing, reading comprehension, syntactical structure, study skills, recognition, identification of phoneme-grapheme correspondence, and auditory and visual perception and discrimination. While these skills do not include all reading-related skills, they do provide some preliminary indications as to how well Florida students are progressing in these areas.

ASSESSMENT OF READING SKILLS

The 1971-72 Statewide Assessment Program was unique in Florida because it was the first time the State had attempted large-scale objective-based testing of skills. Assessment efforts centered on measuring reading-related skills in a sample of second and fourth graders in each school in the State. The tests used were developed specifically to measure the "1971-72 High Priority Objectives for Reading in Florida, Ages 7 and 9." The tests were drawn up into four non-parallel forms, so that each form measured about one-fourth of the objectives for that grade. No child took more than one form of the test. See the Foreword and also Section 1 of the Technical Report for a more detailed discussion of the procedures used.

ORGANIZATION OF OBJECTIVES

In the "1971-72 High Priority Objectives for Reading in Florida, Ages 7 and 9," objectives were loosely grouped into four categories. In order to present the results in a meaningful way, the objectives were reorganized into smaller groupings. Consequently, the objectives and items were examined, and eleven classifications were identified. These eleven classifications represent major reading-related skills. To increase the usefulness of the report, these classifications were broken down into numerous subclassifications. The classifications and subclassifications are not intended to replace the objectives; they merely organize the objectives and results into meaningful groupings.

The following pages contain definitions for the classifications and subclassifications. These definitions were developed to provide descriptions of the classifications as they were measured on the 1971-72 assessment of second and fourth graders. To indicate clearly how the skills were measured, a sample item is included with the discussion of each subclassification. Since the items and instructions are included solely to illustrate the general manner in which skills were measured, many sample items have been modified slightly. For example, some parts of the instructions are omitted, such as statements that "Now I will read the story again." For some items, the pictures have been omitted and verbal descriptions of the pictures substituted, because of difficulties in reproducing the pictures.

The eleven classifications are discussed in the following order: Auditory Perception and Discrimination; Visual Perception and Discrimination; Identification of Phoneme-Grapheme Correspondence; Word Processing; Recognition; Listening Comprehension; Reading Comprehension; Meaning; Study Skills; Syntactical Structure; and Figures of Speech. The subclassifications in each group are listed at the beginning of each classification.

AUDITORY PERCEPTION AND DISCRIMINATION

Auditory perception and discrimination involve the ability of the student to perceive sounds and to discriminate among various sounds. This classification is divided into auditory perception and discrimination of consonants, syllables, rhyming words, and sentences.

Consonants

Auditory perception and discrimination of initial, medial, and final consonants were measured on both second and fourth grade levels. An initial consonant is defined as the consonant representing the first phoneme in a word. A medial consonant represents the middle phoneme in a word, while the final consonant represents the final phoneme in the word. Students were asked to respond to words having the same or different initial, medial or final phonemes by either marking yes if they had the same phoneme and no if they were different; or by marking same and different.

Sample Item, Grade 2

LOOK AT THE MIDDLE ROW OF PICTURES. LISTEN TO THESE TWO WORDS: CANDY - NEVER. DO THEY HAVE THE SAME MIDDLE SOUND? ANSWER YES OR NO IN THE MIDDLE ROW OF PICTURES. LISTEN AGAIN: CANDY - NEVER.

Syllabication

For fourth-graders, the skill of auditory discrimination and perception of syllables was measured by giving the students a word orally and directing them to determine the number of syllables contained in the word. They were to circle the numeral which identified the number of syllables heard in the word.

Sample Item, Grade 4

I AM GOING TO SAY A WORD. I WANT YOU TO TELL ME HOW MANY SYLLABLES THE WORD HAS. YOU HAVE SOME NUMBERS ON YOUR PAPER IN ROW SIX. PUT AN X UNDER THE NUMBER THAT SHOWS HOW MANY SYLLABLES ARE IN THE WORD. NOW LISTEN TO THIS WORD: INVITED. HOW MANY SYLLABLES ARE IN THAT WORD? PUT AN X UNDER THE RIGHT NUMBER IN ROW SIX. LISTEN TO THE WORD AGAIN: INVITED.

1	2	3	4
☐	☐	☐	☐

Rhyming Words

The ability to determine if two words have a correspondence in terminal sounds (rhyme) was determined by giving the students word pairs and directing them to respond with a yes if the words rhymed and a no if they did not.

Sample Item, Grade 2

NOW I AM GOING TO SAY TWO WORDS. IF THE TWO WORDS ARE RHYMING WORDS, PUT AN X IN THE BOX UNDER THE YES PICTURE. IF THE TWO WORDS DO NOT RHYME, PUT AN X IN THE BOX UNDER THE NO PICTURE. LISTEN CAREFULLY TO THESE TWO WORDS: LIKE - CAKE. DO THOSE WORDS RHYME? ANSWER YES OR NO IN THE TOP ROW. LISTEN AGAIN: LIKE - CAKE.

(Pictures were of a boy shaking head 'yes' and a boy shaking head 'no'.)

Sentences

Two sentences with only one word changed in each sentence were read to the students to determine their ability to discriminate between the sentences and perceive the word which was different. The sentences were at varying levels of difficulty, dependent upon the grade being assessed. The students were directed to mark the picture of the word which was different in the second sentence.

Sample Item, Grade 2

LOOK AT THE TOP ROW OF PICTURES. I AM GOING TO SAY A SENTENCE. THEN I WILL SAY THE SENTENCE AGAIN, BUT ONE WORD WILL BE DIFFERENT. YOU LISTEN VERY CAREFULLY. THEN FIND THE PICTURE OF THE WORD THAT WAS DIFFERENT IN THE SECOND SENTENCE. PUT AN X UNDER THE PICTURE OF THE WORD IN THE SECOND SENTENCE THAT WAS NOT IN THE FIRST. LISTEN CAREFULLY.

MARY LIKED HER NEW DRESS.
MARY LIKED HER NEW COAT.

(Pictures were of a girl, a dress, a coat, and a hat.)

VISUAL PERCEPTION AND DISCRIMINATION

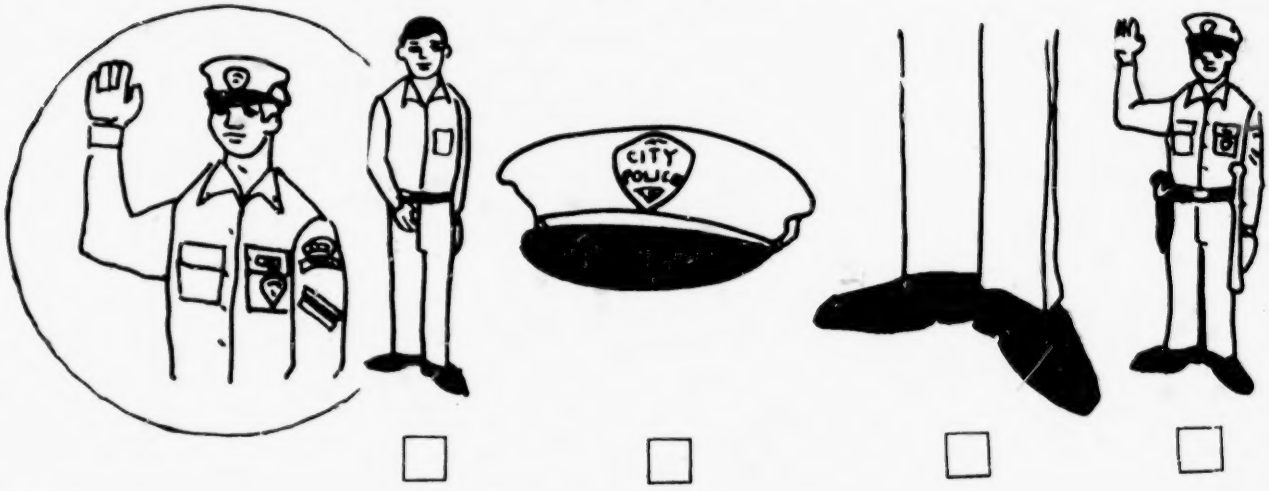
Visual perception and discrimination are the processes whereby the learner becomes aware of and interprets visual differences among external objects. These processes cannot be separated as one is dependent upon the other. The processes were tested in the areas of fine visual form and geometric shape.

Fine Visual Form

Fine visual form involves the ability of the students to match objects by perceiving and discriminating among minute details. On the second grade assessment, students were directed to match like letters of the alphabet and to combine two parts of an illustration to form a whole. In addition to these types of items, the fourth grade instrument required the students to match groups of letters and to complete a picture to duplicate a given illustration.

Sample Item, Grade 4

LOOK AT THE BOTTOM ROW ON YOUR PAGE. THERE IS ANOTHER PICTURE IN A CIRCLE. IT IS A PICTURE OF PART OF SOMETHING. WHAT SHOULD THE WHOLE PICTURE LOOK LIKE? FIND THE WHOLE PICTURE IN THE BOTTOM ROW. PUT AN X IN THE BOX UNDER THAT PICTURE.

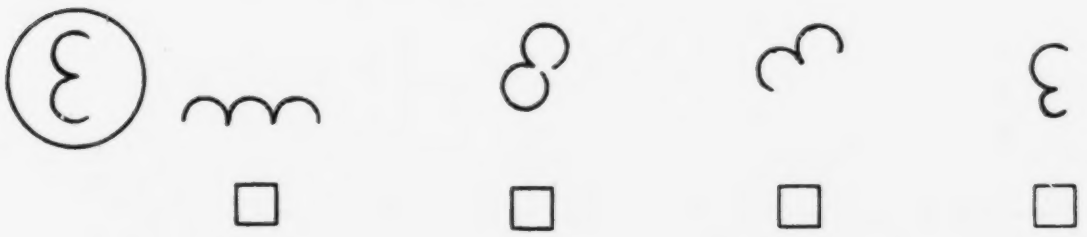


Geometric

Visual perception and discrimination of geometric objects involves the ability to perceive various shapes and discriminate their similarities and differences. Within each item, there were identical shapes placed in a variety of positions as well as shapes which did not match any other illustration. The students were directed to find the shapes which were alike.

Sample Item, Grade 4

NOW LOOK AT THE BOTTOM ROW OF PICTURES. AGAIN, YOU WILL SEE A PICTURE IN A CIRCLE AND FOUR PICTURES AFTER IT. ONE OF THE FOUR PICTURES IS THE SAME AS THE PICTURE IN THE CIRCLE, BUT IT IS TURNED AROUND A DIFFERENT WAY. FIND THE PICTURE THAT IS TURNED AROUND. PUT AN X IN THE BOX UNDER THAT PICTURE.



IDENTIFICATION OF PHONEME GRAPHEME CORRESPONDENCE

A phoneme-grapheme correspondence is the relationship between a phoneme (the smallest meaningful unit of sound) and a grapheme (the written representative of a given phoneme). For example, the word know is composed of the phonemes /no/. /n/ is represented by the graphemes kn and /o/ is represented by the graphemes ow. Student performance was tested with consonants, vowels, and blending.

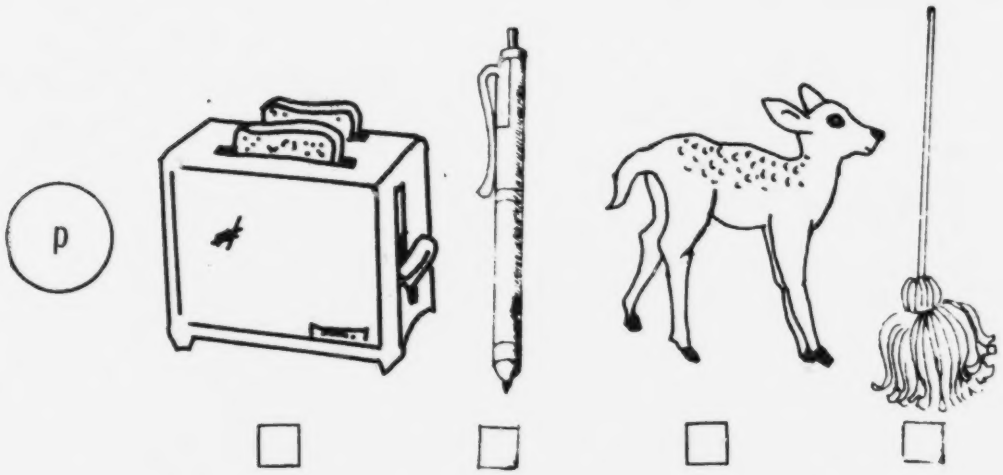
Consonant

A consonant is one of a class of speech sounds which is characterized by the closure of constriction at one or more points along the breath channel with the tongue, lips, or teeth, or some combination of these. Consonant sounds are represented by letters such as b, f, h, k, m, and t.

The decoding of consonant patterns was measured by locating words which have the same initial, medial or final consonant phonemes as the stimulus word; and by locating the picture of graphic representation of the word which has the designated phoneme in a specified position. The methods of testing were the same for both grades, with differences in the difficulty of the items used and the correspondence tested.

Sample Item, Grade 2

LOOK AT THE BOTTOM ROW ON YOUR PAPER. THERE IS ANOTHER LETTER IN A CIRCLE AND FOUR PICTURES. THE NAME OF ONE OF THE PICTURES ENDS WITH THE LETTER IN THE CIRCLE. FIND THE PICTURE WHOSE NAME ENDS WITH THE LETTER IN THE CIRCLE. PUT AN X UNDER THAT PICTURE.



Vowel

A vowel is a classification of speech sounds which is characterized by the openness of the breath channel when the sound is uttered. Vowel sounds are represented by the graphemes a, e, i, o, u; any pattern which groups these five graphemes to represent a vowel phoneme; or any pattern which uses y or w in combination with one of these five graphemes to represent a vowel phoneme.

Fourth graders were measured on their knowledge of vowels by locating words with the designated long or short vowel representation, by locating words with the same vowel phoneme as a specified word, and by supplying the correct missing grapheme (in this case a vowel) to form a word.

Sample Item, Grade 4

LOOK AT ROW FIVE. YOU WILL SEE FOUR MORE WORDS IN THIS ROW. THIS TIME YOU WILL PUT AN X UNDER THE WORD THAT HAS A SHORT VOWEL IN IT.

die	rock	mind	only
☐	☐	☐	☐

Blending

Blending is the process whereby two or more phonemes, each represented by a grapheme, are blended to form a word. For example, the phoneme /n/ represented by n and the phoneme /d/ represented by d when blended produce /n/ /d/, which are the final phonemes in stand. This process can be taken further to blend syllables into words.

On the fourth grade assessment, students were requested to blend two phonemes to form an ending for a word.

Sample Item, Grade 4

LOOK AT ROW EIGHT. THERE IS A WORD IN A CIRCLE. AFTER IT THE WORD HAS BEEN WRITTEN AGAIN BUT THE LAST TWO LETTERS HAVE BEEN LEFT OUT. FIND THE BLEND IN ROW EIGHT THAT GOES IN THE BLANKS TO MAKE A NEW WORD. PUT AN X UNDER THAT BLEND.

start	sta_ _	nd	rl	ld	rn
		☐	☐	☐	☐

WORD PROCESSING

The word processing skills measured in 1971-72 were the skills of structural analysis and syllabication. These are processes in which the student takes an unknown whole word and breaks it into smaller parts in an effort to determine the correct pronunciation of the word.

Structural Analysis

Structural analysis is a process which aids pronunciation of a word by analysis of the meaningful parts of the word such as roots, prefixes, suffixes, and inflectional endings. On the second level this skill was measured by separating compound words into two root words to aid pronunciation. The skill was more extensively measured on the fourth level by analysis of words by prefixes, suffixes, and roots, as well as the identification of parts of a contraction.

Sample Item, Grade 4

LOOK AT ROW TWO. THERE IS A CONTRACTION IN A CIRCLE AND SOME WORDS NEXT TO IT. LOOK AT THE CONTRACTION IN THE CIRCLE. IT IS MADE UP OF TWO WORDS. FIND THE WORD OR WORDS THAT MEAN THE SAME AS THE CONTRACTION. PUT AN X IN FRONT OF YOUR ANSWER.

- ☐ could not
- ☐ cans not
- ☐ care not
- ☐ cannot

Syllabication

This skill, which involves the separating of words into parts, was measured on the fourth level by giving the students words to divide into the proper syllables.

Sample Item, Grade 4

NOW LOOK AT THE WORD "BROKEN" IN ROW EIGHT. DRAW A LINE BETWEEN EACH OF THE SYLLABLES IN THE WORD "BROKEN."

broken

RECOGNITION

The process of recognition involves a demonstration by the student of previous experience with and retention of letters, words, and concepts. Test items dealt with the recognition of letters, vowels, words, rhyming words, consonants, and abbreviations.

Letters

Letter recognition was measured on both levels by the selection of a specified letter from given letters. On the second level the letters were given in manuscript, while on fourth level they were in cursive.

Sample Item, Grade 4

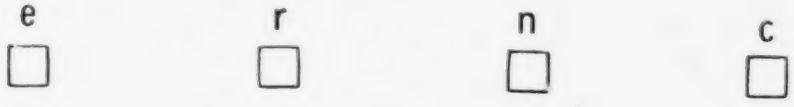
LOOK AT ROW THREE. AGAIN, THERE ARE FOUR WORDS IN THE ROW. PUT AN X UNDER THE WORD THAT BEGINS WITH THE LETTER W.

Vowels

Second graders were assessed on their skill in recognizing in isolation the five basic graphemes classified as vowels.

Sample Item, Grade 2

NOW LOOK AT THE NEXT ROW. ONE OF THOSE LETTERS IN THE ROW IS A VOWEL. FIND THE VOWEL IN THE ROW. PUT AN X UNDER IT.



Words

The ability to recognize specific words in and out of context was assessed on both levels by selection of the specified word in a paragraph or by choosing the specified word from four given words.

Sample Item, Grade 4

LOOK AT THE STORY ON THIS PAGE. READ THE STORY. THEN DRAW A CIRCLE AROUND THE WORD "ROPE" IN THE STORY.

> Tom had always wanted to be a cowboy. Many times he sat and thought about what it would be like to live like a cowboy. He would wear a red shirt and whirl a rope around in the air. As he rode his horse through the pasture, he would feel close to the earth. And, in the early morning of each day, he would ride out to count his cows and horses. What a life it would be.

Rhyming Words

The students' knowledge of rhyming words was measured on the second level by reading an incomplete two-line verse in which the ending words on each line rhymed. The students were instructed to mark the illustration of the word which rhymed with the last word on the first line. On the fourth level, the students' recognition of rhyming words was measured by selecting from four words the one which rhymed with an orally presented word.

Sample Item, Grade 4

NOW I AM GOING TO READ YOU A POEM. BUT I WILL LEAVE OUT THE LAST WORD. YOU FIND THE RHYMING WORD IN ROW FIVE THAT I LEAVE OUT OF THE POEM. LISTEN TO THE POEM:

> THE WIND IN WINTER BLOWS SO HARD,
> IT BRINGS THE RAIN TO WATER OUR _____

FIND THE RHYMING WORD THAT GOES IN THE POEM. PUT AN X IN THE BOX UNDER THAT WORD.

yard	flower	grass	lake
☐	☐	☐	☐

Consonant

The ability of the students to recognize consonant graphemes in words was measured by giving a word with a box under each letter and directing the students to mark each consonant grapheme by placing an X in the box.

Sample Item, Grade 4

LOOK AT ROW ONE. YOU WILL SEE A WORD. EACH LETTER OF THE WORD HAS A BOX UNDER IT. PUT AN X IN THE BOX UNDER EACH CONSONANT IN THE WORD.

t e a m
☐ ☐ ☐ ☐

Abbreviations

Abbreviation recognition was measured by requesting the students to identify the word which a given abbreviation represented.

Sample Item, Grade 4

NOW LOOK AT ROW FIVE. IN THE CIRCLE THERE IS AN ABBREVIATION. AFTER THAT THERE ARE FOUR WORDS. FIND THE WORD THAT MEANS THE SAME THING AS THE ABBREVIATION IN THE CIRCLE. PUT AN X UNDER THE WORD THAT IS THE LONG WAY OF WRITING THE ABBREVIATION IN THE CIRCLE.

(min.)	minute	mind	might	mouth
	☐	☐	☐	☐

LISTENING COMPREHENSION

Listening comprehension is a global term used to describe a process made up of many skills such as listening for specific details, following an oral story sequence, following oral directions, and listening for the main idea of a passage. The listening comprehension process involves the ability to listen to individual words, to group these words into thought units, and to relate these auditorily received thought units into a meaningful passage. The listening comprehension skills measured included following directions, identifying main characters and main ideas; sequencing events; recognizing classifications and relationships; interpreting pictures; drawing conclusions; and understanding emotion.

Following Directions

The ability of the students to follow oral directions was assessed by orally directing them to mark appropriately a designated illustration. Their ability to carry out this task was the measure used to determine performance on this skill.

Sample Item, Grade 2

NOW WE'LL HAVE ONE MORE PRACTICE AT MARKING THE TEST. LOOK AT THE NEXT ROW ON THE SAME PAGE. THERE ARE PICTURES OF A SNAIL, A FLOWER, A BANANA, AND A BALL. PUT AN X IN THE BOX UNDER THE PICTURE OF THE FLOWER.

(Pictures were of a snail, a flower, a banana, and a ball.)

Main Characters

The ability of the students to identify main characters in an orally presented passage was assessed by requesting that the students listen to a passage and mark the illustration which represented the main character in the story.

Sample Item, Grade 2

NOW LISTEN TO ANOTHER STORY. AFTER I READ IT I WILL ASK YOU WHO IS MOST IMPORTANT IN THE STORY.

CECIL WAS A LITTLE MOUSE. HE LIVED IN A MOUSEHOLE WITH HIS MOTHER, HIS FATHER, AND TEN BROTHERS AND SISTERS. IT WAS VERY CROWDED. ONE DAY CECIL THOUGHT, "THERE ARE TOO MANY MICE IN HERE. I'M GOING OUTSIDE WHERE I CAN HAVE SOME ROOM!" HE LEFT HIS MOUSEHOLE AND WAS SCURRYING ALONG, WHEN HE MET A BIG CAT! THE CAT CHASED CECIL ALL THE WAY BACK TO HIS HOME. CECIL WAS VERY GLAD TO BE SAFE AT HOME.

(Pictures were of a mouse, a group of mice, a cat, and two mice.)

Main Idea

The main idea of a passage is the general thought expressed in one of the sentences or by implication throughout the paragraph. For both grades, a passage was read to the students. They were directed to mark the response which conveyed the general topic or main idea of the passage.

Sample Item, Grade 2

SALLY WANTED TO GO SWIMMING IN HER NEW BATHING SUIT. SHE PUT ON HER SUIT AND RAN OUTSIDE. THEN SHE STOPPED. SHE COULDN'T GO SWIMMING! IT WAS RAINING VERY HARD. SALLY WAS VERY DISAPPOINTED.

LOOK AT THE BOTTOM ROW OF PICTURES ON YOUR PAGE. WHICH PICTURE SHOWS WHAT THE STORY WAS ABOUT? PUT AN X IN THE BOX UNDER THE PICTURE THAT SHOWS WHAT THE STORY WAS ABOUT.

Sequence

The ability to perform the task of sequencing involves listening to a passage and arranging the events in the order of their actual occurrence. Sequencing was measured by requesting the students to number illustrations in the order of their occurrence in a story which was read by the examiner.

Sample Item, Grade 2

NOW I AM GOING TO READ YOU A STORY. LISTEN VERY CAREFULLY BECAUSE AFTER I READ IT I WILL ASK YOU ABOUT WHAT HAPPENED.

ONCE THERE WAS A CAT NAMED CHESHIRE. ON HOT SUMMER DAYS SHE LOVED TO SIT UP IN A TREE TO KEEP AN EYE ON EVERYTHING. ONE DAY A BIG DOG SAW HER SITTING IN HER FAVORITE TREE. HE BARKED AT HER, BUT SHE WASN'T AFRAID OF HIM. SHE RAN RIGHT DOWN THE TREE TRUNK AND HISSED IN HIS FACE. HE WAS SO SURPRISED THAT HE TURNED AND RAN AWAY. HE HAD NEVER KNOWN A CAT LIKE CHESHIRE. IT WAS SO HOT THAT CHESHIRE DECIDED TO TAKE A NAP. SO SHE CURLED UP AT THE FOOT OF THE TREE AND PURRED HERSELF TO SLEEP.

YOU WILL SEE FOUR PICTURES OF THINGS THAT HAPPENED IN THE STORY, BUT THEY ARE ALL MIXED UP. LOOK AT ALL THE PICTURES CAREFULLY. I AM GOING TO READ THE STORY AGAIN. WHEN I AM THROUGH, YOU WILL MARK THE PICTURES TO SHOW WHEN THEY HAPPENED IN THE STORY.

FIND THE PICTURE THAT SHOWS WHAT HAPPENED FIRST. NOW PUT A '1' IN THE BOX UNDER THAT PICTURE.

FIND THE PICTURE THAT SHOWS WHAT HAPPENED SECOND. NOW PUT A '2' IN THE BOX UNDER THAT PICTURE.

FIND THE PICTURE THAT SHOWS WHAT HAPPENED NEXT. NOW PUT A '3' IN THE BOX UNDER THAT PICTURE.

FIND THE PICTURE THAT SHOWS WHAT HAPPENED LAST. NOW PUT A '4' IN THE BOX UNDER THAT PICTURE.

(Pictures were of a cat and a dog at the bottom of a tree, a cat up in a tree and the dog down at the bottom, a cat up in a tree by itself, and a cat at the bottom of a tree by itself.)

Classification and Relationships

Identification of relationships among objects involves the ability to see similarities in objects and to classify or relate them by these similarities. In classifying and relating items which were orally presented by the examiner, the students were asked to complete a sentence with the appropriate response being dependent upon the ability to relate items by their common characteristic.

Sample Item, Grade 2

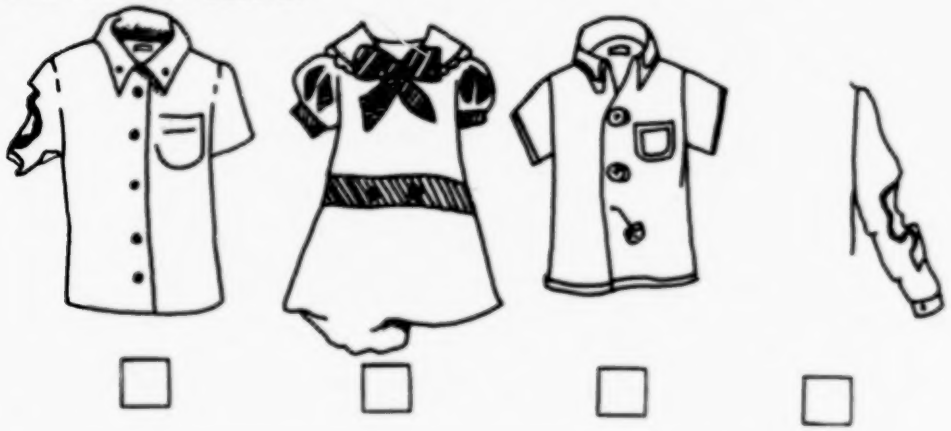
LOOK AT THE NEXT SENTENCE ON YOUR PAGE. THE LINE SHOWS WHERE A WORD IS MISSING. AFTER I READ THE SENTENCE, YOU WILL PUT AN X UNDER THE WORD THAT GOES ON THE LINE. HERE IS THE SENTENCE. "A _____ IS A KIND OF FRUIT." WHAT WORD GOES ON THE LINE: "CARROT", "CHICKEN", "DOG" OR "PEACH"? PUT AN X UNDER THE WORD THAT GOES ON THE LINE.

Picture Interpretation

The ability to interpret pictures in relation to orally presented descriptions was assessed by giving an oral description and directing the students to interpret the pictures to determine which one fits the description.

Sample Item, Grade 4

NOW LOOK AT THE BOTTOM ROW OF PICTURES. AGAIN, FIND THE PICTURE THAT I TELL YOU ABOUT. PUT AN X UNDER THE PICTURE OF THE SHIRT WITH THE TORN SLEEVE.



Drawing Conclusions

Drawing conclusions is a skill which requires the student to evaluate given facts and make a judgment as to a possible conclusion resulting from the facts. The students' ability in drawing conclusions from orally presented materials was measured by the oral presentation of a story which required the students to draw a conclusion about an incident in the story. They were given four choices for an answer and directed to mark the one most appropriate.

Sample Item, Grade 2

NOW I WILL READ YOU A STORY. READ ALONG SILENTLY WHILE I READ IT TO YOU.

> BILLY STEPPED ON ANNA'S DOLL. IT WAS HER VERY BEST DOLL, TOO. WHEN THE DOLL BROKE, ANNA CRIED.

WHY DID ANNA CRY? DID SHE CRY BECAUSE SHE WAS LITTLE, OLD, SAD OR HAPPY? PUT AN X IN THE BOX BESIDE THE BEST ANSWER.

Understanding Emotion

The ability to understand emotion in an orally presented passage was measured by directing the students to listen to a story which contained a character displaying emotion. The students were told to mark the description (indicated by facial illustrations or words) of the emotion displayed.

Sample Item, Grade 4

NOW LISTEN TO THIS STORY. I WILL ASK YOU ANOTHER QUESTION ABOUT IT AFTER I FINISH READING IT.

> BOB'S FATHER IS VERY SMART. HE IS A SCIENTIST WHO HELPS TO SEND THE ASTRONAUTS INTO SPACE. HE TRIES TO DISCOVER WHAT STRANGE THINGS THE ASTRONAUTS MIGHT FIND IN SPACE. THEN THEY CAN BE READY FOR ALMOST ANYTHING. BOB'S FRIEND JOHN WOULD LIKE TO BE AN ASTRONAUT. BUT BOB WANTS TO BE A SCIENTIST LIKE HIS FATHER. HE KNOWS THAT HIS FATHER IS A VERY IMPORTANT MAN.

HOW DOES BOB FEEL ABOUT HIS FATHER? FIND THE WORD IN ROW FOUR THAT TELLS HOW BOB FEELS. PUT AN X UNDER THE WORD.

proud	brave	afraid	disappointed
☐	☐	☐	☐

READING COMPREHENSION

Reading comprehension is a global term used to describe a process composed of many skills such as reading for details, finding the cause and effect in a given situation, anticipating outcomes of passages, and following a thought or story sequence. The reading comprehension process involves the ability to recognize individual words and to group these words into thought units, and can be broadly defined as the ability to acquire meaning from or ideas conveyed by the printed word. The reading comprehension skills measured covered following directions; identifying main ideas, details, sequence of ideas, classification and relationships, and picture-sentence relationships; anticipating outcomes; interpreting sentences and details; and identifying causes and effects.

Main Idea

The main idea of a passage is the general thought expressed in one of the sentences or by implication throughout the paragraph. On the fourth level, the students were directed to read a passage and mark the appropriate response which conveyed the general topic or main idea of the passage.

Sample Item, Grade 4

FLOPPER

Flopper was a small green fish who lived in the Feather River. One day he came out of his little house and began to swim around the whole river. Poor Flopper! He was not able to swim even one half of the river because he was hit by several cans and pieces of paper. In fact, in some places the water was so dark and cloudy that he could not see in front of him. One time he swam into an old box and had a hard time getting back out again.

"This is just awful!" Flopper said. "I cannot swim in water that is not clean. What am I to do? A fish needs to swim."

He was very angry that people threw their papers and cans into the water. He wanted to do something to make people be careful.

He thought and thought and finally came up with an idea. He told the idea to all his fish friends. This is what they did. Everytime a person threw a can into the water, all the fish swam together. By hitting the can with their tails, they threw it right back at the person. This surprised everyone so much that they soon stopped throwing things into the river.

"I hope all people will learn from this," said Flopper and he swam happily away.

LOOK AT ROW ONE. YOU ARE GIVEN FOUR SENTENCES. FIND THE SENTENCE THAT TELLS WHAT THE "FLOPPER" STORY WAS ABOUT. PUT AN X IN FRONT OF THAT SENTENCE.

__ Some rivers are not very clean.
__ People throw paper in the ocean.
__ The fish taught a lesson to the people.
__ Fish like to swim around in the river.

Details

Reading to recall specific details or facts was measured on the second and fourth levels by requiring the students to respond to a question about a specific word or statement in the passage read.

Sample Item, Grade 4

NOW READ THE BOTTOM STORY. THEN DO THE SAME THING. FIND THE WORDS THAT TELL YOU HOW THE QUEEN FELT IN THE STORY. PUT AN X IN THE BOX IN FRONT OF THE WORDS.

> "The queen could not bear to think that anyone was more beautiful than she was. She was filled with hate when she found out that Snow-White was still alive. The blood ran cold in her heart. 'Snow-White shall die, if it takes my life!' she thought to herself. Then she began to think how she could kill Snow-White."

- ☐ "more beautiful than she"
- ☐ "was filled with hate"
- ☐ "Snow-White was still alive"
- ☐ "she began to think"

Sequence

In order to acquire a total understanding of material they read, students must be able to sequence ideas. This skill was measured by asking the students to read a passage and then number the events in the order of their occurrence in the passage or by arranging events to form a story.

Sample Item, Grade 4

LOOK AT THE SENTENCES AT THE TOP OF YOUR PAPER. THESE SENTENCES ARE NOT IN ORDER. IF YOU PUT THESE SENTENCES IN THE RIGHT ORDER, THEY WILL MAKE A STORY. PUT A ONE IN FRONT OF THE SENTENCE THAT SHOULD COME FIRST TO MAKE A STORY. PUT A TWO IN FRONT OF THE SENTENCE THAT COMES SECOND. PUT A THREE IN FRONT OF THE THIRD SENTENCE AND A FOUR IN FRONT OF THE LAST SENTENCE.

- ☐ He picked out a book on Indians and a book on games.
- ☐ He rode on the bus to the city library.
- ☐ He got on the bus to go home.
- ☐ He waited on the corner for the bus.

Classification and Relationships

On the second grade assessment, identification of relationships among objects involved the ability to see similarities and to classify or relate them according to these similarities. The students were asked to relate information pertaining to given words or objects and classify these words or objects according to their similarities.

On the fourth grade assessment, the students were directed to choose words which could be classified together or which related in some way. The items used on this level were more abstract than those on the second level.

Sample Item, Grade 2

LOOK AT THE TOP ROW OF PICTURES ON YOUR PAPER. FIND THE PICTURE OF SOMETHING THAT GROWS IN THE GROUND. PUT AN X UNDER THAT PICTURE.

(Pictures were of a kite, a flower, a chicken, and an Indian with bow and arrow.)

Picture-Sentence Relationships

Picture-sentence relationships were measured on the fourth level by requiring the students to match an illustration with the sentence which best described it.

Sample Item, Grade 4

NOW LOOK AT PICTURE NUMBER TWO AND THE FOUR SENTENCES BELOW IT. PUT AN X IN THE BOX IN FRONT OF THE SENTENCE WHICH BEST DESCRIBES THIS PICTURE.

- ☐ The girl put the dog in the box.
- ☐ The girl will open the box.
- ☐ The girl put the doll under the bed.
- ☐ The girl put the doll in the box.

Anticipating Outcomes

Students' ability to read a passage and predict the outcome of the situation from the given information was measured on the fourth grade test. Successful performance of this skill depends to a great extent upon the ability of the students to read for details, and on their experience, background, and attention span.

Sample Item, Grade 4

LOOK AT THE STORY AT THE TOP OF YOUR PAPER. IT NEEDS AN ENDING SENTENCE. READ THE STORY. THEN READ THE FOUR SENTENCES BELOW IT. PUT AN X IN FRONT OF THE SENTENCE THAT IS THE BEST ENDING FOR THE STORY.

Ella wanted a kite. She asked her brother, Ron, to make one for her. Ron made the biggest kite Ella had ever seen! They took it to the park.

- ☐ Ella and Ron were friends.
- ☐ They had fun with the kite all day.
- ☐ Ron played ball with Ella.
- ☐ Their friend, Joe, had a green kite.

Sentence Interpretation

In measuring the skill of sentence interpretation, the fourth grade students were asked to read a passage and locate a sentence which could be interpreted to mean the same as a sentence which followed the passage.

Sample Item, Grade 4

LOOK AT THE TOP STORY. READ THIS STORY, THEN READ THE SENTENCE IN THE BOX BELOW THE STORY. ONE OF THE SENTENCES IN THE STORY MEANS THE SAME THING AS THE SENTENCE IN THE BOX. DRAW A CIRCLE AROUND THE SENTENCE IN THE STORY THAT MEANS THE SAME THING AS THE SENTENCE IN THE BOX.

The little mouse peeked out of his hole. He was very hungry, because he hadn't eaten anything all day. Now he was hunting for something that tasted good for his dinner. All of a sudden, he saw a big piece of cheese on the floor. He scampered to get the cheese as fast as he could go. He finished eating that cheese in no time at all.

The mouse was looking for some good food to eat.

Drawing Conclusions

The skill of drawing conclusions, as measured on the fourth grade assessment, involved the reading of a passage and interpreting the specific details to form a conclusion.

Sample Item, Grade 4

LOOK AT THE STORY AT THE TOP OF THIS PAGE. READ THIS STORY. AFTER THE STORY IS A QUESTION AND FOUR ANSWERS ARE BELOW THE STORY. ONLY ONE ANSWER IS RIGHT. PUT AN X IN FRONT OF THE CORRECT ANSWER.

Pam's mother and father took her out in the water with them in a large boat. The waves were pretty, and the air was clean. They laughed together all the time, and at the end of the day, they had a great dinner.

What kind of day did they have?

- ☐ It was a hot day.
- ☐ It was a fun day.
- ☐ It was a sad day.
- ☐ It was a cold day.

MEANING

Items classified under this section dealt with knowledge of the meaning of words. This knowledge was gained from previous experience and not from the use of a dictionary in the testing situation. Students were asked the meaning of vocabulary words, synonyms, antonyms, homonyms, compound words, punctuation, and context.

Vocabulary

In measuring vocabulary meaning on the second level, pictures were used to solicit responses from the students. This necessitated the use of the students' vocabulary knowledge to ascertain the correct response. In some cases the students were asked to mark specific features of the illustrations and on other items it was necessary for the student to relate a picture to the meaning of a given word. On the fourth level, vocabulary was measured in many different ways. Items ranged from marking the meaning of a given word to using vocabulary knowledge to determine the analogy among words. In all cases the students' previous knowledge of vocabulary meaning was used to respond to the items.

Sample Item, Grade 4

LOOK AT ROW SIX. THERE ARE FOUR WORDS. ONE WORD IS THE NAME OF A COIN. PUT AN X UNDER THE NAME OF A COIN.

quarter	third	button	silver
☐	☐	☐	☐

Synonyms

Synonyms are words which are similar in meaning. Synonym knowledge was measured by giving the students several pairs of words and directing them to mark the pair which meant the same. To perform this task it was necessary for the students to know the meanings of the given words and to associate one of the pairs as having the same meaning.

Sample Item, Grade 4

LOOK AT ROW ONE. THERE ARE FOUR PAIRS OF WORDS. IN ONE PAIR THE TWO WORDS MEAN THE SAME THING. FIND THE PAIR WITH THE WORDS THAT MEAN THE SAME THING. PUT AN X IN FRONT OF THAT PAIR.

☐ her - him

☐ long - look

☐ angry - mad

☐ bones - boat

Antonyms

An antonym is a word which is opposite in meaning to another word. Antonyms were measured by directing the students to select from several words those which were opposite in meaning.

Sample Item, Grade 4

FIND THE PAIR OF WORDS THAT HAVE OPPOSITE MEANINGS.
PUT AN X IN THE BOX UNDER THAT PAIR.

high	eat	proud	out
tall	dinner	good	in
☐	☐	☐	☐
☐	☐	☐	☐

Homonyms

Homonyms are words which are pronounced alike but are different in spelling and meaning. The ability to locate homonyms was assessed by requesting students to mark the pair of words which were homonyms.

Sample Item, Grade 4

LOOK AT NUMBER ONE. YOU WILL SEE FOUR PAIRS OF WORDS. READ EACH PAIR. THEN FIND THE PAIR OF WORDS THAT <u>SOUND</u> EXACTLY THE SAME BUT HAVE DIFFERENT MEANINGS. PUT AN X IN FRONT OF THAT PAIR.

☐ gone - gone

☐ farm - barn

☐ their - there

☐ fly - flight

Compound Words

Compound words are words composed of two or more separate words put together to form a word with a new meaning. The students' knowledge of compound words was measured by determining the meaning of the compound words from each word part and by the use of context to form a compound word to complete a passage. The meaning of the compound word was measured for either part of the word or the total compound word.

Sample Item, Grade 4

NOW LOOK AT THE COMPOUND WORD IN THE CIRCLE IN THE BOTTOM ROW. THE COMPOUND WORD IS MADE UP OF "HOUSE" AND "BOAT." PUT THE MEANINGS OF THESE TWO WORDS TOGETHER AND DECIDE WHAT THE COMPOUND WORD "HOUSE-BOAT" MEANS. FIND THE BEST DEFINITION FOR THE "HOUSEBOAT." PUT AN X IN FRONT OF THAT DEFINITION.

___ a house with a pool in the back

___ a place where you can build a house

___ a boat that can be pulled behind a car

___ a boat which is built like a house

Context

The knowledge of meaning through context involves the ability to determine the meaning of a word from the other words in a passage. This was assessed by giving the students a sentence with a missing word. They were given several words to choose from to complete the sentence; interpretation of the context of the sentence was necessary to determine the appropriate response.

Sample Item, Grade 4

NOW LOOK AT ROW THREE. YOU WILL SEE A SENTENCE AND FOUR WORDS BELOW IT. ONE OF THE WORDS IN THE SENTENCE HAS A LINE UNDER IT. READ THE SENTENCE. THEN LOOK AT THE FOUR WORDS BELOW IT. PUT AN X UNDER THE WORD THAT MEANS THE SAME AS THE WORD UNDERLINED IN THE SENTENCE.

All the bells <u>chime</u> early in the morning.

fall	listen	crack	ring
___	___	___	___
___	___	___	___

Punctuation

Knowledge of the meaning of symbols used as punctuation in reading passages was determined by giving the symbol and directing the students to select the meaning of the symbol from several possible responses.

Sample Item, Grade 4

LOOK AT ROW ONE. THERE IS A PUNCTUATION MARK IN THE CIRCLE. WHEN YOU SEE THIS MARK IN A SENTENCE, WHAT DOES IT MEAN? NEXT TO THE CIRCLE ARE FOUR THINGS IT MIGHT MEAN. LISTEN WHILE I READ THEM TO YOU. DOES THE MARK IN ROW 1 MEAN: THE END OF A QUESTION, THE END OF A STATEMENT, THE END OF A PHRASE, OR THE END OF A CLAUSE? PUT AN X IN THE BOX NEXT TO THE BEST ANSWER.

☐ the end of a question

☐ the end of a statement

☐ the end of a phrase

☐ the end of a clause

STUDY SKILLS

Alphabetization was the only study skill included on the second grade test. Skills which aid learning in various study situations were measured extensively on the fourth grade test instrument. Fourth graders were tested on alphabetization, library, locational, map location, printers cues to meanings, and appropriate rate.

Alphabetization

This skill, measured on both the second and fourth levels, evaluated the students' ability to alphabetize words by first and second letters. The students were given a list of words to place in alphabetical order.

Sample Item, Grade 2

NOW YOU WILL DO THE SAME THING AGAIN. LOOK AT THE FIVE WORDS ON THIS PAGE. PUT THEM IN ALPHABETICAL ORDER ON THE LINES THAT ARE ON THE PAGE. FIND THE WORD THAT YOU THINK COMES FIRST. PUT IT ON THE LINE WITH A FLOWER ON IT. THEN PUT THE OTHER WORDS BELOW IT IN ALPHABETICAL ORDER.

_____

their where

_____

_____

jump

_____

over something

_____

Library

Usage of library materials is largely dependent upon the ability of the students to find information in the card catalog in order to locate needed materials. This skill was measured by requiring students to find specific information on sample cards from a card catalog.

Sample Item, Grade 4

WHO IS THE AUTHOR OF THIS BOOK? ANSWER BY PUTTING AN X UNDER THE RIGHT WORDS IN ROW THREE.

398.8 - Short Poems

FAR Farmer, Ben

The House That Jack Built

A Little Owl Book 1963
25p.

Jack, House	Farmer, Ben	Book, Owl	Poems, Short
☐	☐	☐	☐

Locational

Locational skills were measured by testing the students' ability to locate specific information in various situations such as the title page in a book, key words in an index, reference material, sources of information for specific topics or problems, and skimming a selection.

Sample Item, Grade 4

NOW SUPPOSE THAT YOU HAVE A BOOK OF STORIES ABOUT BIRDS AND YOU WANT TO FIND THE STORY "BROKEN BEAK." WHAT WORDS IN THE INDEX WOULD YOU USE TO FIND THIS BIRD STORY IN THE STORY BOOK? PUT AN X IN FRONT OF THE WORDS IN ROW FOUR THAT YOU WOULD LOOK FOR IN THE INDEX.

- ☐ Bird, Broken
- ☐ Broken Beak
- ☐ Story, Bird
- ☐ Beak, Broken

Map Location

A map was used to determine the students' ability to locate specific information on maps. They were asked to designate certain locations on the map with a specified mark.

Sample Item, Grade 4

LOOK AT MAP NUMBER ONE AGAIN. NOW MAKE AN O ON THE BLACK SEA.

Printers Cues to Meaning

This skill included those items which measured the students' ability to interpret cues used by printers to aid comprehension, such as italics, quotation marks, and boldface type. The written cue was given and the students were directed to select the appropriate meaning of the cue.

Sample Item, Grade 4

LOOK AT ROW ONE. THERE ARE FOUR PHRASES IN THAT ROW. FIND THE PHRASE THAT TELLS HOW ITALICS ARE USUALLY USED IN TEXTBOOKS. PUT AN X IN FRONT OF THAT PHRASE.

- ☐ to make something you read stand out
- ☐ to show names and addresses
- ☐ to show the names of countries
- ☐ to show someone is talking

Appropriate Rate

The students' knowledge of the appropriate rate to use in various reading situations was assessed by giving the students a hypothetical situation and asking them to select from several possible responses the appropriate rate to be used in the given situation.

Sample Item, Grade 4

NOW I WILL ASK YOU SOME QUESTIONS ABOUT THE WAY YOU WOULD READ SOMETHING. SUPPOSE THAT YOUR TEACHER WANTS YOU TO READ A CERTAIN STORY. THEN SHE IS GOING TO ASK YOU SOME QUESTIONS ABOUT IT. HOW WOULD YOU READ THAT STORY? FIND THE SENTENCE IN ROW ONE THAT TELLS THE WAY YOU WOULD READ THE STORY, AND HOW FAST YOU WOULD READ IT SO THAT YOU COULD ANSWER ALL THE QUESTIONS. PUT AN X UNDER THAT SENTENCE.

- ☐ You would quickly read through the whole story once.
- ☐ You would go slow and read the first part of the story with care.
- ☐ You would carefully read through the whole story.
- ☐ You would quickly read only the end of the story.

SYNTACTICAL STRUCTURE

Syntactical structure is defined as the arrangement of words to construct a sentence. For purposes of this assessment, a sentence was defined as a syntactically related group of words that express a complete thought, while a phrase was defined as a group of grammatically related words that express a thought in a fragmentary manner. Students were assessed on sentence-phrase discrimination, sentence beginning, sentence ending, written structure, and grammatical structure.

Sentence-Phrase Discrimination

Discrimination between complete sentences and phrases was measured by the test administrator orally reading a sentence or phrase and then directing the students to respond "yes" if it were a sentence and "no" if it were a phrase, or, on the fourth level, by marking the appropriate word (sentence or phrase).

Sample Item, Grade 2

NOW LOOK AT THE TOP ROW ON YOU PAPER. I AM GOING TO SAY SOME WORDS. IF THE WORDS I SAY MAKE A SENTENCE, PUT AN X IN THE BOX UNDER THE YES PICTURE. IF THE WORDS DO NOT MAKE A SENTENCE, PUT AN X IN THE BOX UNDER THE NO PICTURE. LISTEN TO THESE WORDS: THE GREEN DRESS WITH THE PRETTY LACE TRIM. IS THAT A SENTENCE? ANSWER YES OR NO IN THE TOP ROW OF PICTURES.

(Pictures were of a boy shaking head 'yes' and a boy shaking head 'no'.)

Sentence Beginning

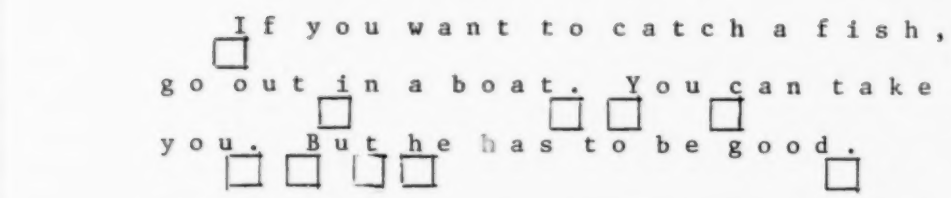
The ability of the students to recognize the beginning of a sentence was determined by giving them a paragraph and requesting that they mark the initial word of each sentence. Choices were indicated by small check boxes throughout the paragraph.

Sample Item, Grade 2

I AM GOING TO READ THE TOP STORY TO YOU. YOU FOLLOW ALONG SILENTLY AS I READ IT. WHEN I FINISH, GO BACK AND FIND EACH BOX THAT IS UNDER THE BEGINNING OF A SENTENCE AND PUT AN X IN EACH OF THEM. BE SURE TO MAKE AN X FOR THE BEGINNING OF EVERY SENTENCE. LISTEN TO THE STORY FIRST:

IF YOU WANT TO CATCH A FISH, YOU HAVE TO GO OUT IN A BOAT.
YOU CAN TAKE YOUR DOG WITH YOU. BUT HE HAS TO BE GOOD.

NOW PUT AN X IN EACH BOX THAT SHOWS WHERE A SENTENCE BEGINS.



Sentence Ending

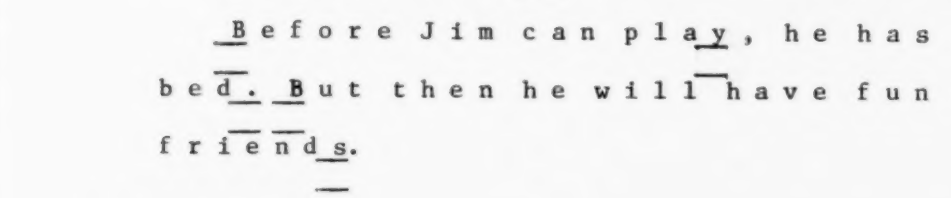
The ability to recognize the ending of a sentence was determined by giving the students a paragraph and requesting that they mark the end of each sentence. Choices were indicated by small check boxes throughout the paragraph.

Sample Item, Grade 2

NOW I WILL READ THE BOTTOM STORY TO YOU. AGAIN, YOU WILL FIND THE ENDING OF EVERY SENTENCE:

BEFORE JIM CAN PLAY, HE HAS TO MAKE HIS BED.
BUT THEN HE WILL HAVE FUN WITH HIS FRIENDS.

AGAIN, PUT AN X IN EACH BOX THAT SHOWS WHERE A SENTENCE ENDS.



Written-Structure

Written structure is the ability to utilize words appropriately in a written sentence. The students assessed on the fourth level were directed to construct sentences with specified words.

Sample Item, Grade 4

NOW LOOK AT ROW FOUR. THERE IS A WORD IN A CIRCLE. THERE ARE ALSO SOME LINES FOR YOU TO WRITE ON. ON THESE LINES, WRITE A SENTENCE USING THE WORD IN THE CIRCLE.

_____

_____

Grammatical Structure

Grammatical structure involves the ability to conform to the rules of grammar and utilize grammatically related words properly. The students' ability to properly utilize various parts of speech was measured by giving them two sentences, the second of which was incomplete because of a missing word. To complete the sentence it was necessary for them to choose a word which could substitute for the given word in the first sentence.

Sample Item, Grade 4

NOW LOOK AT ROW SEVEN. LOOK AT THE SENTENCE IN THAT ROW. ONE OF THE VERBS IN THE BOX BELONGS IN THE SENTENCE. PUT AN X IN FRONT OF THE VERB THAT GOES IN THE SENTENCE.

When you

__hear
__has hears
__have hear
__hears

the bell ring, it is time to go.

FIGURES OF SPEECH

Figures of speech are expressive uses of language such as metaphors and similes. The words or phrases are used in their non-literal sense.

Identification

Similes were the only figures of speech which were measured in this assessment. A simile is a figure of speech which compares two unlike things; it is often introduced by like or as.

Sample Item, Grade 4

LOOK AT THE TOP STORY ON THIS PAGE. EACH SENTENCE IN THE STORY HAS A BOX IN FRONT OF IT. SOME OF THE SENTENCES HAVE SIMILES. READ THE STORY SILENTLY. FIND EACH SENTENCE THAT HAS A SIMILE IN IT. THEN PUT AN X IN THE BOX IN FRONT OF EACH OF THOSE SENTENCES.

☐ On December 25 a fat, round, happy man visits our house and puts presents under our tree. ☐ This man, called Santa Claus, dresses in red and rides in a sled. ☐ He likes to bring children things, like toys and games. ☐ His face is so bright, with eyes like sparkling stars. ☐ He has soft white hair and a nose like a cherry. ☐ He brings a smile to all of the children's faces, each place he goes.

CHAPTER II

GRADE 2 RESULTS, INTERPRETATIONS, AND RECOMMENDATIONS

This chapter contains the results for the State of the second grade assessment of reading-related skills. It also contains an interpretation of the results, prepared by the State reading consultant. Included in the chapter are tables of results which give the percentage of achievement on each objective for all districts and for the State. The last part of the chapter is a set of recommendations for improving second grade reading.

The results and interpretations are presented in the same sequence as the definitions in Chapter I. The definitions are not repeated, so for an explanation of a particular skill, you should refer to the previous chapter.

EXPLANATION OF RESULTS AND INTERPRETATIONS

Each second grade objective is listed under its appropriate classification and subclassification, with the State percentage of achievement immediately following the objective. The interpretations are presented for each subclassification.

Each objective is identified by a number, such as 1-1. The numeral before the dash refers to the group (i.e., Group 1 objectives) and the numeral after the dash is the number assigned to the objective as it is listed in "1971-72 High Priority Objectives for Reading in Florida, Ages 7 and 9" (Appendix A, Section 2).

Performance on the objectives fell into one of three categories: satisfactory, minimal, or deficient. In general, 80-100% was considered satisfactory achievement, 60-79% was minimal, and 0-59% was deficient.

The objectives used for the 1971-72 reading assessment were selected in terms of their achievement by 90% of Florida's students. However, with the inclusion of Educable Mentally Retarded children in the testing population, a 90% achievement level was unrealistic. Consequently, achievement of 80% or better has been operationally defined as satisfactory performance.

The term minimal achievement (60-79%) denotes areas in which certain weaknesses appear. Developmental instruction should be given to performances classified as minimal.

Skills are classified deficient when the achievement level is 59% or less. Areas listed as deficient need corrective instruction utilizing varying instructional techniques and materials.

USING THE TABLES

Because the percentage of achievement is based on the achievement of a sample of students, rather than the entire population, the obtained percentages of achievement in the tables are estimates of what the population would have achieved if all students had been tested. As an estimate, each score is subject to a certain amount of error (called a standard error). That is, the true score for the population might have been somewhat larger or smaller than the percentage reported in the table.

The standard error tells us the range of scores within which the true score probably lies. For example, if the obtained percentage were 90% and the standard error were 8%, the true score would likely have been somewhere between 82% and 90% (90±8), with 90% representing the best estimate of performance. The range, 82-98%, is a confidence interval for the obtained score of 90%.

Standard errors and confidence intervals are important, particularly if you wish to compare your district percentage of achievement on an objective to the State percentage. Suppose that the State percentage of achievement is 82% and your district percentage is 90%. A comparison of percentages would imply that the district did better than the State. However, when standard errors are considered, the difference in favor of the district can no longer be assumed.

In this example, the standard error for the State is small (only 1%), so the confidence interval is 81-83%. Since the district tested fewer children, its standard error is larger (8%), with a confidence interval of 82-98%. This means that the true score for both the State and the district might have been 82 or 83%, in which case there would be no difference in performance. Any time that the confidence intervals overlap, a difference in performance cannot be assumed.

In the tables in Section 3, each district percentage has already been compared with the State percentage for that objective. If the two confidence intervals do not overlap (i.e., a State interval of 72-74% and a district interval of 86-94%), the district percentage is marked with an asterisk. There is a high probability that scores with asterisks are either above or below the State percentage. These scores are discussed in Section 4, "District Interpretations."

Percentages without asterisks should not be considered as different from the State score. The comments in Section 3 apply to the State scores and to district scores without asterisks.

A note of caution should be added. Comparison of one district with another can be invalid, since the size of the standard error also varies among districts. The asterisks do not mark which district scores are different from other district scores--only those which are different from the State. It is possible for a district to perform at the same level as the State, yet also not be different from a district which was higher than the State.

For example, District A might overlap the State interval of 72-74% with a range of 73-83%, while District B, with a range of 80-90%, does not overlap the State and receives an asterisk. When the intervals for A and B are compared, they overlap, which means no difference can be assumed in their performances. However, there were differences in how they compared to the State. Consequently, the percentages of achievement in the tables in Section 3 should not be used to compare districts with each other. In particular, the generalization that districts with asterisks performed differently than districts without asterisks should be avoided.

TABLE 1

GRADE 2: AUDITORY PERCEPTION AND DISCRIMINATION

Percentage of second grade students in each district and the state achieving objectives related to AUDITORY PERCEPTION AND DISCRIMINATION.

District	*Skill*	Initial Consonants	Medial Consonants	Final Consonants	Rhyming Words	Sentences
	Objective	1-26	1-30	1-28	1-10	1-9
Alachua		85%*	79%	87%	78%*	82%
Baker		100	71	58	100	81
Bay		99 *	76	90	91	89
Bradford		94	71	77	75	71
Brevard		98 *	80 *	88	92 *	89 *
Broward		93	77	87	87	83
Calhoun		98	81	88	100	100
Charlotte		88	89 *	84	100	94
Citrus		98 *	89 *	82	78	86
Clay		90	76	83	90	83
Collier		99 *	62	82	86	81
Columbia		96	78	78	92	96 *
Dade		91	72	84	85	77 *
DeSoto		87	47	100	92	74
Dixie		94	64	100	81	89
Duval		91	65 *	80 *	84	82
Escambia		96 *	72	87	85	86
Flagler		80	50	90	100	90
Franklin		89	36 *	85	75	92 *
Gadsden		85	64	69 *	82	81
Gilchrist		100	80	75	100	85
Glades		100	90	90	100	100
Gulf		78	42 *	76	83	96 *
Hamilton		90	65	85	85	90
Hardee		95	79	100	91	95 *
Hendry		100	63	56 *	88	81
Hernando		94	81	100	100	81
Highlands		91	79	80	78	88
Hillsborough		91	69	86	81 *	80
Holmes		100	90 *	93	86	95 *
Indian River		98 *	74	83	80	81
Jackson		94	80	91	89	88
Jefferson		100	50	80	80	80
Lafayette		90	80	100	100	100
Lake		98 *	77	88	80	85
Lee		95	69	78	83	76
Leon		89	70	86	90	78
Levy		91	68	80	80	79
Liberty		100	50	100	75	63
Madison		83	40 *	87	73	90
Manatee		100	82 *	87	94 *	78
Marion		95	78	82	88	86
Martin		92	59	81	84	89
Monroe		89	76	83	77	90
Nassau		92	80	55 *	62 *	73
Okaloosa		97 *	79	95 *	91	84
Okeechobee		100	70	90	85	85
Orange		95	77 *	86	92 *	85
Osceola		94	81	79	87	75
Palm Beach		93	67	78 *	85	80
Pasco		99 *	72	92 *	89	85
Pinellas		96 *	75	85	90 *	84
Polk		97 *	72	87	87	80
Putnam		93	72	94 *	95 *	93 *
St. Johns		95	67	90	87	86
St. Lucie		94	65	84	73 *	78
Santa Rosa		92	88	89	92 *	82
Sarasota		94	81	86	93 *	87
Seminole		94	71	88	87	83
Sumter		83	82	85	90	85
Suwannee		96	46 *	83	79	88
Taylor		85	55	70	85	80
Union		100	60	80	90	80
Volusia		95	75	90	90	92 *
Wakulla		100	63	100	88	100
Walton		89	72	85	73	98 *
Washington		94	87	94	81	74
STATE		94%	73%	85%	86%	82%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

AUDITORY PERCEPTION AND DISCRIMINATION

Consonants

1-26 The learner will identify from given words or pictures those having the same beginning consonant sound.

STATE SCORE: 94

1-30 The learner will identify pairs of words containing the same medial consonant sounds.

STATE SCORE: 73

1-28 The learner will identify pairs of words ending with the same consonant sound and those ending with different consonant sounds.

STATE SCORE: 85

Auditory perception and discrimination of consonants appears to be an area in which second grade students are performing satisfactorily. Performance on these objectives reflects the actual scope, sequence, and emphasis given in the teaching of the various positions of the consonants. Initial consonants are usually taught first, receiving the most emphasis, while medial consonants are last in the developmental sequence.

Rhyming Words

1-10 The learner will identify pairs of words that rhyme and pairs of words that do not rhyme.

STATE SCORE: 86

This score suggests that second grade students have attained a satisfactory level of competency in discrimination of words that sound alike.

Sentences

1-9 Given two simple sentences which are identical except for one word, the learner will identify the different word.

STATE SCORE: 82

Perception and discrimination of orally presented sentences are prerequisites to listening comprehension. The discrimination between two sentences with only one word difference triggers not only discrimination in the sound difference, but also in the meaning differences of the non-identical words. The State score suggests that students are achieving this skill satisfactorily.

Observation

Auditory perception and discrimination skills are considered prerequisites for word recognition skills. It appears that all achievement of skills is adequate, with the exception of the medial consonant. This deficiency could exist because (1) many second-grade students are not accustomed to locating medial sounds, and (2) the test item could have been confusing to a second grade student.

The report continues on the next page, so that the table and interpretations for the classification can be placed together.

TABLE 2

GRADE 2: VISUAL PERCEPTION AND DISCRIMINATION

Percentage of second grade students in each district and the state achieving objectives related to VISUAL PERCEPTION AND DISCRIMINATION.

	Skill				
		Fine Visual Form			Geometric
District	*Objective*	1-3	1-4	1-7	1-11
Alachua		99%	95%	84%	100%
Baker		6*	99*	82	100
Bay		99*	88	93	100
Bradford		92	96	88	100
Brevard		87*	92	96*	100
Broward		97	91	92	99
Calhoun		100	84	100	100
Charlotte		95	100	100	100
Citrus		100	89	100	100
Clay		100	98*	88	100
Collier		44	94	87	95
Columbia		100	87	84	100
Dade		96	91*	89	99
DeSoto		92	76	84	100
Dixie		100	100	75	100
Duval		97	90	90	98
Escambia		99	94	87	99
Flagler		100	90	70	100
Franklin		95	32*	80	100
Gadsden		63*	80	87	97
Gilchrist		100	85	85	100
Glades		100	100	80	100
Gulf		91	100	83	91
Hamilton		82*	95	75	100
Hardee		100	93	67*	100
Hendry		43*	88	94	94
Hernando		94	81	94	100
Highlands		100	97	94	100
Hillsborough		99*	92	89	100
Holmes		95	98*	89	100
Indian River		100	91	88	98
Jackson		100	91	89	100
Jefferson		100	80	90	90
Lafayette		100	100	100	100
Lake		100	94	85	96
Lee		98	97*	89	100
Leon		99	93	89	97
Levy		100	97	93	100
Liberty		100	100	82	100
Madison		58*	100	93	100
Manatee		98	89	89	100
Marion		97	87	92	99
Martin		100	92	97*	96
Monroe		100	88	80	100
Nassau		96	87	82	100
Okaloosa		99	95	93	99
Okeechobee		95	95	85	100
Orange		99*	91	94	99
Osceola		94	97	91	100
Palm Beach		98*	94	89	99
Pasco		100	86	93	98
Pinellas		100	91	93	99
Polk		96	93	85*	99
Putnam		100	87	92	98
St. Johns		100	96	97	92
St. Lucie		98	85	92	100
Santa Rosa		98	99*	90	100
Sarasota		100	89	91	100
Seminole		99*	96*	94	99
Sumter		98	87	98*	97
Suwannee		37*	100	87	100
Taylor		100	90	70	95
Union		90	100	100	100
Volusia		100	93	91	100
Wakulla		17*	92	100	100
Walton		23*	96	85	100
Washington		100	94	87	100
STATE		96%	92%	90%	99%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

VISUAL PERCEPTION AND DISCRIMINATION

Fine Visual Form

1-3 Given a set of items or pictures, the learner will identify those that are identical.

STATE SCORE: 96

1-4 The learner will match items to illustrations of them.

STATE SCORE: 92

1-7 Shown part of an item or a picture of part of an item, the learner will identify the item.

STATE SCORE: 90

Visual perception and discrimination of objects with fine visual form are basic to learning to distinguish characteristics of words and so are learned prior to visual discrimination of words. The visual perception and discrimination skills measured on this test were on the most basic level.

Geometric

1-11 The learner will identify figures that are identical though one is rotated.

STATE SCORE: 99

Perception and discrimination of geometric shapes are indirectly related to reading. It can be said that children who can match like geometric shapes, regardless of the position of the figure, may be more likely to perceive and discriminate among words. Items of this type are more often found on intelligence measures than on reading tests.

Observation

Reviewing the total area of visual perception and discrimination, it appears that Florida students are performing adequately on these skills and should be able to discriminate among words at the appropriate level.

TABLE 3

GRADE 2: IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE

Percentage of second grade students in each district and the state achieving objectives related to IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE.

	Skill	Consonants				
District	Objective	2-4	2-5	2-11	2-7	2-8
Alachua		96%	94%	33%	77%	81%
Baker		92	100	24	82	68
Bay		100	100	33	91	93
Bradford		90	84	36	80	81
Brevard		98*	99*	41	96*	91*
Broward		96	96	42*	87	91
Calhoun		98	98	10*	100	100
Charlotte		95	100	21	88	89
Citrus		100	96	46	72	95
Clay		100	98*	44	96*	98*
Collier		90	94	31	82	83
Columbia		100	96	23	82	92
Dade		95	93*	34	79*	88
DeSoto		91	95	29	84	87
Dixie		100	100	25	89	56
Duval		94	91*	39	81*	84*
Escambia		95	96	34	83	90
Flagler		90	80	30	100	100
Franklin		84	95	43	71	71
Gadsden		89	93	26	72	68*
Gilchrist		100	100	40*	100	70
Glades		90	100	30	100	100
Gulf		100	83	18	96*	87
Hamilton		100	100	40	74	80
Hardee		100	95	37	81	100
Hendry		94	94	12*	81	75
Hernando		94	100	75*	81	81
Highlands		100	94	37	76	80
Hillsborough		95	95	29*	84	85*
Holmes		100	100	43	100	91
Indian River		93	91	32	83	80
Jackson		94	92	41	82	94
Jefferson		90	90	20	50*	80
Lafayette		100	100	20	100	100
Lake		94	95	34	83	92
Lee		97	94	34	90*	80
Leon		94	89	30	88	91
Levy		100	100	44	68	87
Liberty		100	100	0	82	82
Madison		87	85	10*	77	92
Manatee		93	94	39	82	85
Marion		95	96	33	84	86
Martin		100	92	31	81	96*
Monroe		95	93	38	82	94
Nassau		100	91	54	69	78
Okaloosa		97	99*	38	95*	96*
Okeechobee		100	100	35	90	95
Orange		98	96	42*	88	91*
Osceola		100	100	29	81	88
Palm Beach		93	92	28*	83	88
Pasco		98	97	39	87	91
Pinellas		97	95	29*	91*	91
Polk		96	95	33	84	88
Putnam		95	94	33	85	94
St. Johns		97	92	34	86	97*
St. Lucie		94	91	30	83	73*
Santa Rosa		100	98	39	94*	94
Sarasota		96	97	28	90	88
Seminole		96	94	34	89	91
Sumter		88	88	26	93*	98*
Suwannee		96	92	38	92	87
Taylor		95	90	30	65	80
Union		100	100	10*	90	100
Volusia		98	98*	46*	95*	94*
Wakulla		100	100	4*	88	100
Walton		96	96	53	85	100
Washington		100	100	24	81	88
STATE		96%	95%	35%	85%	88%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCES

Consonant

2-4 Given a written consonant and several pictures of objects, the learner will identify the object whose name begins with the given consonant.

STATE SCORE: 96

2-5 The learner will identify from a set of written words those beginning with the same single consonant sound as a given word.

STATE SCORE: 95

2-11 The learner will identify from a set of written words those containing the same single medial consonant sound as a given word.

STATE SCORE: 35

2-7 Given a written consonant and several pictures of objects, the learner will identify the object whose name ends with the given consonant.

STATE SCORE: 85

2-8 The learner will identify from a set of written words those ending with the same single consonant sound as a given word.

STATE SCORE: 88

Consistent with the results in auditory perception and discrimination, students performed well on items dealing with initial consonants, adequately on final consonants, and rather low on medial consonants. The earlier results suggest that medial consonants are not perceived auditorily; therefore, they are not recognized in visual tasks which involve this auditory skill as a prerequisite.

Observation

The typical sequence of presentation of these skills in many reading texts is that identification of medial consonants is taught after the presentation of consonants in other positions. Determining the medial phoneme of a word is a more difficult task than determining the beginning or ending phoneme. However, students must be familiar with consonant sounds, regardless of position, if they are to recognize unknown words.

TABLE 4

GRADE 2: WORD PROCESSING and RECOGNITION

Percentage of second grade students in each district and the state achieving objectives related to

	WORD PROCESSING	RECOGNITION					
	Skill	Structural Analysis	Letters			Vowels	Words	Rhyming Words
District	Objective	2-9	1-15	1-16	1-20	2-1	2-3	1-29
Alachua		69%	98%	99%	91%	87%	67%	90%
Baker		71	100	100	86	100	94*	90
Bay		92*	100	98	100	91	77	91
Bradford		60	100	100	86	75	72	78
Brevard		91*	100	100	98*	96*	77*	92*
Broward		79	97	98	93	95*	67	89
Calhoun		96*	100	100	100	100	93*	100
Charlotte		84	70*	88	100	94	90*	100
Citrus		100	100	100	95	95	85*	86
Clay		90*	100	98	98*	95	65	93
Collier		80	96	94	82	84	68	79
Columbia		77	100	100	98	98*	65	88
Dade		75*	99	98	93	90*	68	82*
DeSoto		37*	100	95	84	87	43*	66
Dixie		75	100	100	100	94	69	81
Duval		72*	96	97	91*	89*	65	85
Escambia		74	96	97	94	93	74	87
Flagler		90	100	100	100	90	70	100
Franklin		85	100	95	100	100	28*	89
Gadsden		99*	95	99	88	93	63	66*
Gilchrist		80	100	100	100	100	50	90
Glades		80	100	90	100	90	60	100
Gulf		69	100	92	91	92	72	70
Hamilton		85	100	100	75	100	65	95
Hardee		77	100	89	95	100	79	95
Hendry		81	94	88	88	88	63	94
Hernando		81	94	100	100	94	50	94
Highlands		73	100	96	91	96	67	83
Hillsborough		69*	98	99	96	91	63*	87
Holmes		37*	100	100	100	100	86	91
Indian River		77	100	99	100	85	63	81
Jackson		84	98	100	98	97*	65	92
Jefferson		60	100	100	100	80	40	70
Lafayette		80	100	100	100	100	70	90
Lake		67*	97	97	98	93	64	80
Lee		82	98	100	97	94	70	88
Leon		75	99	99	95	89	73	90
Levy		71	93	100	91	91	33*	63
Liberty		93*	100	100	100	100	68	82
Madison		77	100	100	98*	89	67	94
Manatee		88*	99	99	98*	94	63	97*
Marion		81	96	98	96	96	68	84
Martin		74	96	100	100	92	67	80
Monroe		93*	98	98	98	98*	81*	95*
Nassau		83	90	91	96	92	67	83
Okaloosa		88*	100	100	98*	96	75	96*
Okeechobee		85	90	100	95	100	70	85
Orange		87*	99	99	95	96*	75*	91*
Osceola		88	100	97	100	100	70	85
Palm Beach		75	96	98	93	90	67	88
Pasco		88*	100	100	96	96	72	82
Pinellas		77	98	99	97*	92	76*	90
Polk		81	95	98	93	94	69	87
Putnam		87	100	99	95	91	63	89
St. Johns		65	97	97	97	96	61	90
St. Lucie		78	98	93	89	90	52*	85
Santa Rosa		95*	96	96	96	97	76	91
Sarasota		82	100	98	97	92	73	92
Seminole		81	97	98	93	94	66	85
Sumter		74	100	100	97	98*	78	85
Suwannee		84*	96	100	96	96	83	88
Taylor		75	100	100	95	90	85*	55*
Union		80	90	100	100	100	90*	100
Volusia		83	100	98	97	98*	71	89
Wakulla		75	100	100	88	100	62	100
Walton		89	100	100	100	100	78	100
Washington		69	100	100	94	76	81	100
STATE		78%	98%	98%	95%	93%	69%	87%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

WORD PROCESSING

Structural Analysis

2-9 The learner will identify the simple words making up a compound word.

STATE SCORE: 78

The skill of determining the two root words composing the compound word, as measured on this level, was found to be at a minimal level. This skill, though introduced in the first grade, receives more emphasis in the second grade and probably should be mastered by the third grade. The state score indicates that progress is being made in this direction. A low district score on this objective may suggest that (1) the student does not know the skill, or (2) the student is unable to recognize or decode the word and therefore cannot perform the task. However, the readability levels of the words used were appropriate for first and second grades, which would suggest that problem 2 would not be a major consideration for this objective.

RECOGNITION

Letters

1-15 Given a set of upper- or lower-case letters, the learner will identify the letters that are named.

STATE SCORE: 98

1-16 Given an upper- or lower-case letter, the learner will identify its corresponding lower- or upper-case form.

STATE SCORE: 98

1-20 The learner will identify words written in manuscript that begin with a designated letter.

STATE SCORE: 95

Recognition of upper- and lower-case manuscript letters in isolation as well as in words appears to be a skill which is adequately learned by second grade students. The most difficult task is to recognize a letter in context, the least difficult is matching upper- and lower-case letters. These skills are related to reading, in that letters must be recognized before phoneme-grapheme correspondences can be learned for decoding purposes.

Vowels

2-1 The learner will identify vowels in the alphabet or in words.

STATE SCORE: 93

Identification of letters in the alphabet which are designated as vowels is a prerequisite skill to learning the sounds associated with the graphemes. The second grade students in Florida appear to be satisfactorily achieving this objective.

Words

2-3 Given known words or phrases, the learner will locate them in a given reading selection.

STATE SCORE: 69

Word recognition is a skill which is basic to meaningful reading. This objective was measured by directing the students to underline a certain word in a paragraph. "In" was to be marked in paragraph one and "little" in paragraph two.

According to the latest vocabulary list, these words are taught in beginning reading and are listed on a pre-primer level. Because of the low readability level of the words and the basic importance of this skill, the state performance should be considered minimal.

Rhyming Words

1-29 Given a rhyming couplet with an incomplete last line and a group of words or pictures of objects, the learner will select the words which best complete the rhyme.

STATE SCORE: 87

Recognition and utilization of rhyming words is a skill which contributes to the student's ability to analyze words. Various phoneme-grapheme correspondences can be learned readily through this technique. If a word rhymes (same phonemes) and is spelled the same or differently (same or different graphemes), then a relationship can be established for learning the various patterns used for decoding purposes.

The score attained on this skill suggests that satisfactory progress has been made with the recognition of rhyming words.

Observation

Second graders in Florida appear to have sufficiently learned the recognition skills for letters, rhyming words, and vowels. However, more instruction is needed to improve word recognition skills. The words tested on this level should be learned by the average student as sight words (words recognized on sight as compared to words recognized by decoding each phoneme-grapheme correspondence) in the first year of reading instruction.

TABLE 5

GRADE 2: LISTENING COMPREHENSION

Percentage of second grade students in each district and the state achieving objectives related to LISTENING COMPREHENSION.

District	Skill	Following Directions	Main Characters	Main Idea	Sequence	Classification and Relationships			Drawing Conclusions	Understanding Emotion
	Objective	1-1	1-14	1-19	1-17	3-8	3-4	3-9	3-14	3-7
Alachua		100%	55%	98%	59%	80%	45%	85%	68%	98%
Baker		100	78*	96	62	89	73	87	59	100
Bay		100	56	97	61	91	55	90	91*	100
Bradford		100	41	100	54	86	43	83	80	90
Brevard		100	66*	98	74	95*	63*	94*	92*	98*
Broward		99	58*	97	63	82	53	89	79	96
Calhoun		100	79	100	41	88	56	89	85	100
Charlotte		100	16*	89	75	94	58	97*	78	95
Citrus		98	60	100	41	97*	38	95*	84	97
Clay		100	61	99	69	83	69*	90	82	96
Collier		100	48	97	47	86	59	80	73	98
Columbia		100	69	91	68	88	73*	96*	69	92
Dade		99	46*	95	56	81*	54	85*	73*	92*
DeSoto		100	42	95	26*	50*	34	81	95*	100
Dixie		99	6*	94	31	81	22*	78	50	100
Duval		100	48	92*	51*	81	45*	86	72*	92*
Escambia		100	48	97	59	88	54	89	75	96
Flagler		100	20*	100	50	100	60	95	70	100
Franklin		100	70	100	44	78	49	93	85*	100
Gadsden		100	43	91	26*	65*	29*	72*	60*	85*
Gilchrist		100	60	100	40	90	25	92	85	100
Glades		100	70	90	30	90	70	85	70	100
Gulf		100	70	100	41	83	49	91	48*	83
Hamilton		100	54	100	30*	71	51	92	74	85
Hardee		100	25*	95	56	93	73	91	94*	94
Hendry		95	56	100	38	56*	25*	78	56	75
Hernando		100	50	100	63	100	44	97*	94*	94
Highlands		100	55	89	45	96	55	86	72	93
Hillsborough		100	42*	94	56	83	51	87	75	95
Holmes		100	68	100	30*	100	77*	96*	98*	93
Indian River		100	43	97	53	85	50	83	77	96
Jackson		100	50	100	63	86	54	91	88*	96
Jefferson		100	30	70	30	60	40	75	70	80
Lafayette		100	40	100	20*	90	60	95	100	90
Lake		100	47	98	68	83	52	87	73	92
Lee		100	50	99*	64	88	59	92*	80	97
Leon		99	49	98	59	82	55	88	82	98
Levy		97	51	91	52	73	66	86	55	97
Liberty		100	63	82	50	100	93*	91	100	100
Madison		100	51	100	64	61*	46	87	54	94
Manatee		100	55	98	53	87	61	87	75	92
Marion		99	55	97	43	83	47	88	74	96
Martin		100	41	96	56	80	56	87	67	100
Monroe		100	47	100	57	91	61	93	87	100
Nassau		100	55	90	59	78	37	85	79	100
Okaloosa		100	54	96	75*	96*	65*	92	88*	99*
Okeechobee		100	45	100	45	80	60	85	70	90
Orange		100	58*	98*	67*	90*	54	91*	84*	97*
Osceola		100	47	100	44	91	83*	99*	88	100
Palm Beach		100	44*	95	52*	80*	52	85	72*	94
Pasco		100	69*	98	56	87	41*	88	78	94
Pinellas		100	51	96	62	87	53	91	81*	96*
Polk		99	46	95	56	86	56	88	77	93
Putnam		100	38	100	56	87	43	95*	79	92
St. Johns		100	42	94	55	83	43	86	86	93
St. Lucie		100	36	98	44	69*	42	82	67	92
Santa Rosa		100	48	100	67	90	65	94*	76	96
Sarasota		99	51	95	61	90	66*	90	86*	96
Seminole		100	48	98	62	90*	53	88	80	96
Sumter		100	43	97	53	70	45	86	71	95
Suwannee		100	49	100	50	92	42	85	79	100
Taylor		100	65	90	60	75	45	88	75	95
Union		100	80*	100	40	90	60	90	70	90
Volusia		100	54	94	61	87	58	92	82	94
Wakulla		100	54	100	21*	71	29	85	88	88
Walton		98	62	96	57	96*	69	95	96*	100
Washington		100	73*	94*	25	75	37	84	87	100
STATE		100%	50%	96%	58%	84%	53%	88%	77%	95%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

LISTENING COMPREHENSION

Following Directions

1-1 Given an oral direction, the learner will follow it.

STATE SCORE: 100

Exceptional performance was demonstrated on this skill; however, the task on the test was very simple in comparison to many of the directions which second graders are asked to follow in the regular classroom.

Main Characters

1-14 After listening to a selection, the learner will name its main characters.

STATE SCORE: 50

Main Ideas

1-19 After listening to a selection, the learner will identify the main ideas.

STATE SCORE: 96

Sequence

1-17 After listening to a story, the learner will identify the main events in the proper order.

STATE SCORE: 58

The differences in performance in identification of main characters, main ideas, and sequence of main ideas once again reflect the developmental sequence in reading. Seven-year-old children are generally exposed more to the literal skill of identification of main ideas from a paragraph than to the interpretative skill of identification of the main character. It appears that they have not developed the interpretative skill. This could be attributed to several factors: (1) student deficiency in knowledge of the skill; (2) confusion in the directions given the student; or (3) technical difficulty within the item, i.e., the student was directed to select the most important character in the story and two responses were possible--the rat because it was mentioned most often or the cat because it chased the rat back home.

Performance in the sequencing of main events appears to be deficient while the identification of main ideas appears to be satisfactory. This may indicate that students have developed the skill of identifying main ideas but have not yet learned to sequence these ideas to remember the information in the selection.

Classification and Relationships

3-8 Given class members (words or statements), the learner will identify class concepts.

STATE SCORE: 84

3-4 Given class members, the learner will identify additional members of the same class.

STATE SCORE: 53

3-9 Given class concepts, the learner will identify members belonging to each class.

STATE SCORE: 88

Performance on classification and relationships of orally presented items was satisfactory on items which required simple level analysis; however, a low percentage of accuracy was exhibited when an item was included which required use of more critical analysis.

Drawing Conclusions

3-14 The learner will answer questions about a given hypothetical situation which requires him to infer information not literally or directly stated in the situation as given.

STATE SCORE: 77

Understanding Emotion

3-7 Given a passage in which an emotion is conveyed, the learner will identify the emotion described in the passage.

STATE SCORE: 95

Drawing conclusions is a skill which aids further development of other interpretative reading skills. It was measured by simple items on which students performed minimally. The higher performance on the skill of understanding emotion, another interpretative skill, reflects to some extent the emphasis placed on each skill at the primary level. The differences in these two scores might also be attributed to the items used to measure each objective; items for the first objective required that the student follow words, while items for the second objectives used pictures.

Observation

The listening comprehension skills of identifying main ideas, understanding emotion, following oral directions, and classifying and relating words and concepts were achieved satisfactorily by Florida's second graders; however, second graders need additional instructions in other listening comprehension skills, such as identifying main characters and drawing conclusions.

TABLE 6

GRADE 2: READING COMPREHENSION

Percentage of second grade students in each district and the state achieving objectives related to READING COMPREHENSION.

	Skill	Details	Classification and Relationships		
District	*Objective*	3-3	1-32	1-24	1-23
Alachua		50%*	92%*	95%	100%
Baker		51	90	100	100
Bay		66*	87	98	100
Bradford		44	85	96	100
Brevard		74*	88	99*	100
Broward		61	85	95	99
Calhoun		79	96*	100	100
Charlotte		78	83	100	100
Citrus		84*	100	100	100
Clay		76*	85	92	100
Collier		57	77	97	99
Columbia		64	88	98	100
Dade		56*	82	93*	97*
DeSoto		37	91	100	100
Dixie		75	100	81	94
Duval		53*	83	94	99
Escambia		62	85	94	100
Flagler		80	90	90	100
Franklin		70	80	100	100
Gadsden		44*	87	93	100
Gilchrist		65	85	100	100
Glades		70	60	100	90
Gulf		41	80	100	100
Hamilton		59	85	90	100
Hardee		77	81	94	100
Hendry		62	87	88	94
Hernando		56	82	94	100
Highlands		62	84	100	100
Hillsborough		56*	84	94	99
Holmes		74	88	100	100
Indian River		66	83	87	100
Jackson		65	81	98	99
Jefferson		20*	70	80	100
Lafayette		90*	100	100	100
Lake		47*	73*	96	98
Lee		72*	85	97	100
Leon		55	79	100	100
Levy		51	68	93	100
Liberty		25	82	93	100
Madison		39	87	93	100
Manatee		65	84	94	99
Marion		63	88	95	98
Martin		68	86	92	100
Monroe		62	70	100	100
Nassau		63	70	100	100
Okaloosa		76*	92*	99*	100
Okeechobee		75	90	95	100
Orange		69*	87	98*	100
Osceola		84*	78	97	100
Palm Beach		57	85	95	100
Pasco		69	84	93	100
Pinellas		64	84	98	100
Polk		65	83	95	98
Putnam		57	88	98	100
St. Johns		52	90	95	100
St. Lucie		55	81	93	100
Santa Rosa		72	91	99*	100
Sarasota		69	84	97	99
Seminole		59	88	98	99
Sumter		61	92	100	98
Suwannee		75	81	88	100
Taylor		65	90	95	95
Union		40	80	100	100
Volusia		70*	88	99*	100
Wakulla		58	100	100	100
Walton		75	81	96	100
Washington		74	69	94	100
STATE		61%	84%	95%	99%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

READING COMPREHENSION

Details

3-3 After reading a selection, the learner will answer specific questions or find detailed information.

STATE SCORE: 61

Recalling specific information after reading a passage requires that the student recognize the words in the passage and recall certain information. Words used in each passage did not exceed readability level one; therefore, word recognition should not present a problem and the score obtained on this skill, recall or comprehension of specific details of the passage, is minimal for second graders.

Classification and Relationships

1-32 The learner will classify several items into groups according to his own or a given rationale.

STATE SCORE: 84

1-24 The learner will identify from among several items those that do not belong to a given class or set.

STATE SCORE: 95

1-23 The learner will identify from among several items those that belong to a given class or set.

STATE SCORE: 99

Classification of items by grouping them according to common characteristics is a basic skill which is prerequisite to other comprehension skills, both literal and interpretive. Performance on these items is satisfactory for second grade children.

Observation

Second graders were measured on only two reading comprehension skills, details and classification and relationships. Based on the scores obtained on these objectives, it would appear that students are achieving satisfactorily skills requiring comprehension of separate words or a sentence, but have difficulty in recalling specific details from a selection.

TABLE 7

GRADE 2: MEANING

Percentage of second grade students in each district and the state achieving objectives related to MEANING.

	MEANING				STUDY SKILLS
	Skill	Vocabulary			
District	Objective	1-2	2-6	1-8	2-10	1-5
Alachua		97%	75%	94%	72%	97%
Baker		95	70	86	56	100
Bay		96	81	100	83	100
Bradford		96	75	94	66	100
Brevard		98	82*	98	87*	98*
Broward		98	77	96	73	96
Calhoun		100	64	98	92*	97
Charlotte		100	65	100	82	100
Citrus		100	86	94	81	100
Clay		93	83	96	84*	98
Collier		94	76	95	69	97
Columbia		100	69	96	65	100
Dade		97	76	97	70	93*
DeSoto		100	91*	100	58	92
Dixie		100	94*	100	81	100
Duval		97	66*	96	67*	96
Escambia		98	76	98	76	98
Flagler		100	100	100	90	100
Franklin		100	70	100	95*	100
Gadsden		84*	65	98	56*	94
Gilchrist		65	55	100	75	85
Glades		90	90	100	50	90
Gulf		100	61	87	67	100
Hamilton		100	44*	95	44*	100
Hardee		100	75	95	94*	100
Hendry		87	69	81	75	81
Hernando		94	75	88	81	94
Highlands		96	77	100	62	100
Hillsborough		98	70	96	69*	96
Holmes		100	77	100	85	95
Indian River		100	75	97	81	97
Jackson		94	69	100	80	100
Jefferson		100	60	90	70	70
Lafayette		100	90	100	80	80
Lake		97	67	98	55*	98
Lee		99	76	98	86*	100
Leon		97	73	95	70	94
Levy		97	61	91	55*	91
Liberty		100	63	100	68	100
Madison		87	86	100	63	81
Manatee		95	72	97	75	100
Marion		97	76	96	78	96
Martin		93	81	96	67	90
Monroe		98	71	95	83	98
Nassau		96	60	100	74	96
Okaloosa		97	85*	100	90*	96
Okeechobee		95	80	100	90*	100
Orange		96	79*	98	80*	98
Osceola		97	64	94	94*	100
Palm Beach		96	69	97	70	94
Pasco		98	74	95	77	96
Pinellas		99*	74	99*	76	99*
Polk		96	73	98	77	98
Putnam		98	76	100	80	98
St. Johns		94	72	96	58	100
St. Lucie		98	69	98	60*	98
Santa Rosa		97	79	100	94*	99*
Sarasota		100	83	97	80	97
Seminole		97	68	99	83*	99*
Sumter		95	82	100	71	95
Suwannee		79*	67	100	100	92
Taylor		100	70	100	75	95
Union		100	80	100	70	100
Volusia		97	71	100	85*	98
Wakulla		92	67	92	71	100
Walton		100	92*	100	89	92
Washington		94	93*	100	81	100
STATE		97%	74%	97%	74%	96%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

MEANING

Vocabulary

1-2 Given the name of a body part, the learner will locate it on himself, another person, a doll or a picture.

STATE SCORE: 97

2-6 Given a new written word that is in his listening and speaking vocabulary, the learner will identify an illustration or object related to that word.

STATE SCORE: 74

1-8 After hearing descriptive words, phrases or sentences, the learner will select from a series of pictures the event or object that was described.

STATE SCORE: 97

2-10 Given illustrations and sets of descriptive written words, phrases or sentences, the learner will select the word, phrase or sentence which best describes each illustration.

STATE SCORE: 74

1-5 Given a word or phrase orally, the learner will select from among several pictures the one that represents the word or phrase.

STATE SCORE: 96

Observation

Vocabulary meaning is extremely important in reading comprehension. The objectives related to vocabulary meaning can be separated into two groups. Objectives 1-2, 1-5, and 1-8 represent more concrete skills, while objectives 2-6 and 2-10 involve using the concrete skills to do more abstract thinking such as relating meanings of words. As is indicated by the scores, basic vocabulary meaning is a skill for which achievement is satisfactory; however, the test scores indicate that the ability to relate the meaning of one word to another is lower than basic vocabulary meaning.

TABLE 8

GRADE 2: STUDY SKILLS

Percentage of second grade students in each district and the state achieving objectives related to STUDY SKILLS.

District	Skill	Alphabetization
	Objective	4-1
Alachua		36%
Baker		45
Bay		37
Bradford		28
Brevard		52*
Broward		37
Calhoun		37
Charlotte		35
Citrus		43
Clay		41
Collier		36
Columbia		27
Dade		38
DeSoto		8*
Dixie		17*
Duval		30*
Escambia		38
Flagler		30
Franklin		34
Gadsden		19*
Gilchrist		40
Glades		30
Gulf		35
Hamilton		40
Hardee		64*
Hendry		25
Hernando		44
Highlands		27
Hillsborough		28*
Holmes		54*
Indian River		29
Jackson		39
Jefferson		30
Lafayette		60
Lake		38
Lee		40
Leon		30
Levy		16*
Liberty		68
Madison		12*
Manatee		38
Marion		45
Martin		29
Monroe		49
Nassau		37
Okaloosa		49*
Okeechobee		35
Orange		42
Osceola		58*
Palm Beach		33
Pasco		44
Pinellas		37
Polk		39
Putnam		32
St. Johns		20*
St. Lucie		20*
Santa Rosa		51
Sarasota		49*
Seminole		47
Sumter		41
Suwannee		25
Taylor		35
Union		50
Volusia		47*
Wakulla		17*
Walton		54
Washington		49
STATE		37%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

STUDY SKILLS

Alphabetization

4-1 The learner will arrange given words in alphabetical order.

STATE SCORE: 37

Observation

This skill is basic to utilization of references such as dictionaries, encyclopedias, etc. Low achievement on this objective can be attributed to (1) use of the term "alphabetical" rather than "a-b-c" in the directions; and/or (2) lack or skill in alphabetizing words when letters in the sequence are omitted.

TABLE 9

GRADE 2: SYNTACTICAL STRUCTURE

Percentage of second grade students in each district and the state achieving objectives related to SYNTACTICAL STRUCTURE.

District	Skill	Sentence-Phrase Discrimination	Sentence Beginning	Sentence Ending
	Objective	1-34	3-1	3-2
Alachua		26%	20%	46%
Baker		26	19	38
Bay		30	32	52
Bradford		20	8*	2*
Brevard		32	35*	51*
Broward		30	25	36
Calhoun		43	33	43
Charlotte		23	29	45
Citrus		36	35	61*
Clay		44*	35	62*
Collier		17*	28	34
Columbia		29	19	37
Dade		27	21	37
DeSoto		0	37	58
Dixie		44	19	39
Duval		30	23	34*
Escambia		29	31	46
Flagler		50	30	40
Franklin		32	5*	30
Gadsden		22	18	41
Gilchrist		15	10	60
Glades		30	20	30
Gulf		42	0	0
Hamilton		30	5*	29
Hardee		48	21	33
Hendry		44*	31	31
Hernando		56	15	37
Highlands		45	38	48
Hillsborough		27	21	36
Holmes		47	2*	26
Indian River		9*	28	36
Jackson		28	33	40
Jefferson		10	10	10*
Lafayette		10	40	50
Lake		22	21	40
Lee		23	28	32
Leon		25	26	43
Levy		15	12	21
Liberty		25	25	25
Madison		29	17	26
Manatee		20	24	34
Marion		26	22	39
Martin		39	14*	30
Monroe		32	24	50
Nassau		33	24	32
Okaloosa		23	48*	52*
Okeechobee		25	25	40
Orange		28	32*	48*
Osceola		24	25	38
Palm Beach		33	22	34
Pasco		24	26	38
Pinellas		26	29	45
Polk		27	23	36
Putnam		31	27	34
St. Johns		27	24	35
St. Lucie		27	19	14*
Santa Rosa		36	24	46
Sarasota		21	28	50
Seminole		22	24	41
Sumter		16	21	22
Suwannee		38	25	37
Taylor		35	20	40
Union		20	10	30
Volusia		30	22	39
Wakulla		37	29	29
Walton		24	17	31
Washington		31	25	43
STATE		28%	25%	39%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

SYNTACTICAL STRUCTURE

Sentence-Phrase Discrimination

1-34 The learner will differentiate between phrases and complete sentences.

STATE SCORE: 28

Sentence Beginning

3-1 The learner will identify the beginning of each sentence in a given passage.

STATE SCORE: 25

Sentence Ending

3-2 The learner will identify the ending of each sentence in a given passage.

STATE SCORE: 39

Observation

The ability to differentiate between phrases and sentences is a task which is basic to the understanding of objectives 3-1 and 3-2, although not mandatory for completion of the tasks. Objective 1-34 is difficult for a second grade student to achieve, and until this task is understood, objectives 3-1 and 3-2 can be taught only to the extent that students recognize initial word capitalization, internal sentence capitalization such as proper names, and terminal punctuation.

The importance of these skills is that they aid comprehension by helping students to understand thought units; in addition, they improve writing skills. These skills should be considered deficient and should receive additional instruction.

RECOMMENDATIONS

1. Phoneme-grapheme correspondences should be taught as they relate to one another in all positions, rather than taught in isolation as initial consonants, final consonants, and medial consonants. When phoneme-grapheme correspondences are taught separately, students tend to rely heavily on identifying initial and final phonemes and, in many instances, to overlook medial phonemes. This approach should be followed for auditory as well as visual training in phoneme-grapheme correspondence.

2. More emphasis should be placed upon learning basic sight words. Almost 80 percent of all words used in reading materials for the primary grades are composed of the 220 Basic Sight Words, which should be recognized on sight. Acquisition of an initial vocabulary stimulates a successful beginning to reading and resolves many problems which contribute to children becoming "remedial readers."

3. A variety of teaching approaches should be used to insure that children learn the basic sight words.

4. Both reading and listening comprehension skills must be taught at all grade levels. Being able to recognize words does not insure that a child has also acquired comprehension skills. The development of vocabulary skills, both in terms of the meaning of a specific word and relating meanings of various words, is fundamental to the development of comprehension skills.

5. Students should be well acquainted with terms such as "alphabetical order," "synonym," etc. Although these terms are more sophisticated than "a-b-c" or "word that means the same," they are easily learned and they enrich the student's vocabulary.

6. More emphasis should be given to the idea of thought units to aid comprehension. This can be done by indicating the beginning and ending of sentences in reading materials and by encouraging thought unit reading.

7. Meaning skills need to be further developed. Vocabulary knowledge is basic to understanding what is read and should be continuously developed in terms of improved reading, speaking, and writing vocabularies.

CHAPTER III

GRADE 4 RESULTS, INTERPRETATIONS, AND RECOMMENDATIONS

Chapter III contains the results for the state of the fourth grade assessment of reading-related skills. The results and interpretations are presented in the same sequence as the information in Chapter II. If you have not read pages 35-37, which explain how the results are reported and how to use the tables, you should refer to them before examining Chapter III.

The report continues on the next page, so that the table and interpretations for the classification can be placed together.

AUDITORY PERCEPTION AND DISCRIMINATION

Consonant

1-21 The learner will identify pairs of words beginning with the same consonant sound and those beginning with different consonant sounds.

STATE SCORE: 99

1-20 The learner will identify from given words or pictures those having the same beginning consonant sound.

STATE SCORE: 94

1-35 The learner will identify pairs of words containing the same medial consonant sound and those containing different medial consonant sounds.

STATE SCORE: 51

1-36 Given words or pictures of objects, all but one ending with the same consonant sound, the learner will identify the one having a different final sound.

STATE SCORE: 93

1-22 The learner will identify pairs of words ending with the same consonant sound and those ending with different consonant sounds.

STATE SCORE: 98

2-32 Given an oral word and a written consonant (single, blend, or digraph) from that word, the learner will identify whether the consonant is in the initial, medial, or final position.

STATE SCORE: 93

As was true on the second grade assessment, fourth grade students are deficient in the auditory perception and discrimination of medial consonant sounds. Again, this may reflect the sequence in which the skills are taught. Medial consonant sounds, which are last on many continuums of skills, generally receive less emphasis than initial and final consonants.

TABLE 10

GRADE 4: AUDITORY PERCEPTION AND DISCRIMINATION

Percentage of fourth grade students in each district and the state achieving objectives related to AUDITORY PERCEPTION AND DISCRIMINATION.

District	Objective	Initial Consonant 1-21	Initial Consonant 1-20	Medial Consonant 1-35	Final Consonant 1-36	Final Consonant 1-22	Final Consonant 2-32	Syllabication 1-41	Rhyming Words 1-23	Sentences 1-14
Alachua		100%	95%	54%	91%	98%	84%	77%	100%	95%
Baker		100	81	65*	93	100	88	66*	100	88
Bay		100	99*	62	95	99	97*	81	99	100
Bradford		100	94	31*	73	100	100	66*	94	95
Brevard		100	98*	59*	97*	100	99	91*	99	98*
Broward		99	95	55*	94	98	95	86	99	91
Calhoun		100	100	41	100	100	100	100	100	100
Charlotte		100	100	44	100	95	95	88	100	94
Citrus		100	100	65	100	100	93	81	100	98*
Clay		100	100	55	88	100	96	94*	98	98*
Collier		97	64*	55	95	100	87	83	98	85
Columbia		100	99*	39	88	100	77	87	100	91
Dade		99	95	51	91	98	89*	81	97*	92
DeSoto		100	100	35	97	100	97	67	100	88
Dixie		11*	11*	64	100	100	15*	8*	100	79
Duval		99	95	53	90*	99	89*	81	98	92
Escambia		100	99*	56	91	99	96*	84	100	93
Flagler		90	100	30	90	100	80	70	100	90
Franklin		100	96	24*	89	100	89	73	96	73
Gadsden		97	62	44	86	98	82	77	94	83
Gilchrist		100	100	35	100	100	92	100	100	100
Glades		100	100	40	100	100	100	100	100	70
Gulf		100	100	40	92	100	92	100	86	100
Hamilton		100	0	25	100	100	100	90	100	90
Hardee		100	100	54	95	95	100	88	100	94
Hendry		100	0	63	87	94	94	81	94	94
Hernando		100	100	50	100	100	90	80	100	80
Highlands		100	93	58	96	100	89	77	100	93
Hillsborough		98	96	48	94	99	93	78*	99	94
Holmes		100	95	68	100	98	100	86	100	100
Indian River		100	94	60	92	95	98*	83	95	88
Jackson		100	98*	47	97	97	95	88	100	94
Jefferson		90	100	50	90	90	70	60	100	90
Lafayette		100	100	100	100	100	90	70	100	100
Lake		100	96	45	93	98	92	84	100	91
Lee		99	96	55	94	100	94	83	100	92
Leon		99	96	50	92	98	88	79	98	96
Levy		94	88	38	94	98	87	75	98	94
Liberty		100	100	64	100	100	75	68	100	100
Madison		98	11*	40	88	87	93	82	100	98*
Manatee		100	85*	30*	93	97	91	74	100	93
Marion		99	97	60	93	97	99*	82	100	94
Martin		94	97	44	94	100	88	89	100	97
Monroe		100	100	36*	92	100	91	87	98	94
Nassau		100	96	42	75	96	96	79	96	100
Okaloosa		100	96	54	94	100	95	92*	99	92
Okeechobee		95	90	24*	95	95	90	75	100	95
Orange		100	96	48	96*	99	97*	87	100	94
Osceola		100	93	45	94	100	93	85	100	97
Palm Beach		99	95	47	93	98	89	83	97	93
Pasco		99	99	66*	96	100	97	90	100	98*
Pinellas		99	96	50	94	99	95	85	99	94
Polk		99	97	43*	95	98	95	79	98	94
Putnam		85*	85*	47	91	98	78*	78	98	97
St. Johns		100	93	54	100	100	95	82	97	98*
St. Lucie		100	95	43	98*	95	96	83	100	96
Santa Rosa		93*	90	52	95	98	86	82	98	93
Sarasota		99	95	42	94	99	93	94*	99	98*
Seminole		100	98*	51	91	99	98*	92*	99*	95
Sumter		100	99*	57	98	100	98*	99*	100	98
Suwannee		100	62*	91*	100	100	96	71	100	96
Taylor		100	0	60	92	100	99*	72	100	87
Union		100	100	90*	100	100	100	90	100	80
Volusia		100	99*	51	97*	98	94	85	99	92
Wakulla		87	25*	75*	62	100	88	69	100	81
Walton		99	88	52	99*	91	99*	89	99	98*
Washington		100	100	48	91	93	100	100	100	87
STATE		99%	94%	51%	93%	98%	93%	83%	98%	93%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Syllabication

1-41 Given a word orally, the learner will specify the number of syllables it contains.

STATE SCORE: 83

A basic prerequisite to a student learning to separate syllables in multi-syllable words is skill in determining auditorily the number of syllables in a word. An instructional procedure which first trains students to hear syllables and then to identify them leads students to discover generalizations about syllabication. Fourth graders are performing satisfactorily on this task.

Rhyming Words

1-23 The learner will identify pairs of words that rhyme and pairs of words that do not rhyme.

STATE SCORE: 98

Determining auditorily if two words rhyme is a skill which helps develop readiness for word analysis skills. Fourth graders should be proficient on this skill; therefore, an extremely high score would be expected.

Sentences

1-14 Given two simple sentences which are identical except for one word, the learner will identify the different word.

STATE SCORE: 93

Distinguishing differences in sentences is a prerequisite to the acquisition of good listening comprehension skills. Satisfactory achievement is indicated by the State score.

Observation

Auditory perception and discrimination is a readiness skill which is a prerequisite for other reading skills. All objectives, with the exception of the one dealing with medial consonants, appear to be sufficiently mastered to allow progress to be made in actual reading skills. As was stated in the discussion of performance on the medial consonant objective, the scope and sequence used in teaching may explain this low score.

TABLE 11

GRADE 4: VISUAL PERCEPTION AND DISCRIMINATION

Percentage of fourth grade students in each district and the state achieving objectives related to VISUAL PERCEPTION AND DISCRIMINATION.

District	Skill Objective	Fine Visual Form 1-3	Fine Visual Form 1-9	Fine Visual Form 1-28	Fine Visual Form 1-43	Geometric 1-15
Alachua		98%	99%	99%	92%	97%
Baker		100	100	88	93	84
Bay		98	100	98	92	98
Bradford		99	100	94	69	100
Brevard		100	100	100	95*	99
Broward		99	98	97	90	97
Calhoun		100	100	100	100	100
Charlotte		94	100	100	94	100
Citrus		100	97	100	100	100
Clay		100	100	100	91	100
Collier		95	98	97	91	96
Columbia		100	96	96	95	99
Dade		98	98	97	89	94
DeSoto		100	100	100	91	100
Dixie		100	100	15*	11*	15*
Duval		99	99*	98	91	96
Escambia		100	100	99	90	98
Flagler		100	100	100	80	90
Franklin		89	100	100	55*	68
Gadsden		100	96	100	74*	82*
Gilchrist		100	100	100	48*	100
Glades		100	90	100	100	100
Gulf		100	100	100	97	100
Hamilton		100	95	100	100	100
Hardee		100	100	100	100	100
Hendry		94	100	100	69*	94
Hernando		90	100	100	85	95
Highlands		92	100	97	84	96
Hillsborough		98	97	98	90	96
Holmes		100	100	100	97*	100
Indian River		100	100	100	87	98
Jackson		97	97	98	93	94
Jefferson		100	90	90	100	100
Lafayette		100	100	100	90	100
Lake		99	98	100	93	97
Lee		98	98	98	97*	95
Leon		99	98	98	91	95
Levy		100	94	100	94	87
Liberty		100	100	93	43*	82
Madison		99	100	93	80	98
Manatee		100	99	98	93	99
Marion		97	99	95	85	98
Martin		97	97	97	97*	97
Monroe		97	100	97	95	96
Nassau		100	100	100	74	100
Okaloosa		99	97	99	92	100
Okeechobee		100	100	100	85	100
Orange		98	98	99*	91	98*
Osceola		100	100	100	90	97
Palm Beach		99	98	98	87	98*
Pasco		99	100	100	95	98
Pinellas		99	98	98	93	97
Polk		98	99	97	89	97
Putnam		98	100	85*	92	84*
St. Johns		100	100	94	90	100
St. Lucie		100	96	93	92	97
Santa Rosa		90*	98	92*	74*	90*
Sarasota		98	100	100	92	98
Seminole		97	97	98	96*	98
Sumter		100	100	100	95	100
Suwannee		91	100	100	79	94
Taylor		100	100	100	87	100
Union		100	100	100	100	100
Volusia		100	96*	100	96*	98
Wakulla		100	88	100	100	100
Walton		98	98	99	76	99
Washington		100	100	100	87	100
STATE		98%	98%	98%	90%	96%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

VISUAL PERCEPTION AND DISCRIMINATION

Fine Visual Form

1-3 Given a set of items or pictures, the learner will identify those that are identical.

STATE SCORE: 98

1-9 Given complete and incomplete items or pictures, the learner will supply the missing part to make the items or pictures identical.

STATE SCORE: 98

1-28 The learner will identify the cursive form of a given manuscript letter or manuscript form of a given cursive letter.

STATE SCORE: 98

1-43 Shown part of an item, or a picture of part of an item, the learner will identify the item.

STATE SCORE: 90

Visual perception and discrimination of visual forms is a readiness skill for teaching students to observe likenesses and differences in objects, to prepare them to make discriminations among words. Apparently, all objectives related to this subclassification have been achieved by fourth grade students, and performance in this area should be considered adequate.

Geometric

1-15 The learner will identify figures that are identical, though one is rotated.

STATE SCORE: 96

The skill of visually perceiving and discriminating among geometric shapes which are identical, but rotated, appears to be sufficiently learned.

Observation

Educators have varying opinions about the importance of visual perception and discrimination of objects and geometric shapes as a readiness skill. Regardless of these views, it appears that Florida's fourth grade students are performing satisfactorily on the objectives in this area. A basic assumption must be made if these results are to be related directly to reading as defined in this assessment; namely, that the ability to visually discriminate and perceive objects and shapes is closely correlated to the ability to visually discriminate among words.

TABLE 12

GRADE 4: IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE #1

Percentage of fourth grade students in each district and the state achieving objectives related to IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE.

	Skill	Consonants											
District	Objective	2-6	2-25	2-7	2-18	2-5	2-11	2-4	2-17	2-24	2-26	1-38	2-9
Alachua		93%	95%	92%	95%	85%	95%	99%	97%	98%	96%	78%	61%
Baker		86	93	100	93	98*	81	98	89	100	88	59	37*
Bay		99*	97	97*	97	92	95	98	100	98	97	81	69
Bradford		94	88	83	89	77	95	94	94	94	97	68	64
Brevard		99*	100	93	100	86	96*	100	100	99*	99	87*	71
Broward		95	96	94	96	90	94	99	97	98	97	83*	70
Calhoun		100	100	100	100	100	100	100	100	100	100	100	78
Charlotte		94	100	95	100	95	100	100	100	100	100	88	70
Citrus		95	100	96	95	84	95	100	100	100	100	87	92*
Clay		96	98	84	95	90	94	100	98	100	96	82	77
Collier		89	98	95	100	94	91	100	97	95	90	64*	59
Columbia		91	100	94	92	90	99*	100	100	100	95	77	56
Dade		92*	96	91	93*	87	92	99	97	97	95	78	65
DeSoto		91	100	91	88	74	91	100	91	91	91	59	27*
Dixie		100	100	100	100	15*	11*	15*	15*	15*	100	82	64
Duval		92*	95	92	94	89	90	99	98	96	93	78	63
Escambia		97	98	92	98	92	97*	100	99*	100	97	77	67
Flagler		100	100	80	100	100	90	90	100	90	80	60	60
Franklin		89	96	77	100	81	85	100	100	100	100	69	65
Gadsden		89	98	84	82*	84	83	100	94	93	87	69	61
Gilchrist		100	100	100	83	92	65	100	100	100	100	100	23*
Glades		100	100	100	90	100	100	100	100	100	90	80	60
Gulf		100	100	89	94	60	92	100	100	100	100	83	72
Hamilton		100	100	100	100	94	100	100	100	100	95	80	81
Hardee		100	100	95	100	82	95	100	95	95	90	68	79
Hendry		81	69*	94	81	100	100	100	94	100	87	69	69
Hernando		85	100	95	100	90	85	100	100	100	100	80	85*
Highlands		92	96	92	100	86	93	100	96	96	92	74	82
Hillsborough		95	98	92	96	86	95	99	98	98	94	76	68
Holmes		100	100	98*	100	94	95	100	100	100	100	71	64
Indian River		99*	93	97	95	83	93	100	98	100	98	87	77
Jackson		100	100	94	95	87	96	100	99	100	100	73	56
Jefferson		70	100	70	90	60	90	100	90	90	100	40*	40
Lafayette		100	100	100	100	100	100	100	100	100	100	90	80
Lake		96	97	95	100	83	94	100	100	99	95	80	71
Lee		99*	98	92	98	87	94	100	99	99	95	85	70
Leon		98*	97	91	92	87	85*	100	96	93	90	81	71
Levy		88	94	98*	85	94	98	100	94	100	72*	81	77
Liberty		100	100	100	100	46*	100	100	100	100	100	100	75
Madison		91	87	87	72*	74	93	98	93	98	99*	74	46
Manatee		96	94	91	96	86	90	98	97	98	91	76	61
Marion		94	98	95	92	83	89	100	96	94	98	81	68
Martin		97	97	94	100	80	94	97	94	94	97	77	66
Monroe		94	98	89	92	84	98	100	100	98	93	74	59
Nassau		92	96	96	92	87	96	100	96	100	91	75	66
Okaloosa		100	99	94	98	94*	99*	99	99	99*	98*	88*	77*
Okeechobee		80	95	90	80	95	80	100	95	100	100	57	81
Orange		98*	98	93	96	93*	94	100	98	99	95	76	73*
Osceola		97	100	100	97	85	100	100	100	100	93	78	64
Palm Beach		93	96	90	94	90	89	99	97	98	94	75	65
Pasco		94	99	88	99*	91	95	100	100	100	97	84	62
Pinellas		97	96	93	96	88	93	100	98	98	94	75	67
Polk		95	98	92	96	87	94	100	97	98	96	75	67
Putnam		95	99*	91	95	68*	82*	86*	84*	87*	95	80	67
St. Johns		97	100	87	97	97*	91	100	100	97	89	65	75
St. Lucie		92	95	94	96	91	87	98	99	98	90	69	62
Santa Rosa		95	98*	94	95	79*	87	93*	93*	91*	88*	74	60
Sarasota		98*	99	96	96	85	97*	100	97	98	93	83	58
Seminole		98*	97	92	96	88	94	100	98	100	97	77	72
Sumter		96	96	98*	100	98*	100	100	95	100	98	78	74
Suwannee		91	96	96	100	69*	97	100	100	100	100	79	88*
Taylor		100	100	100	90	100	94	100	100	100	83	64	65
Union		100	100	100	100	100	90	100	100	100	100	80	90*
Volusia		95	97	96	98*	93	95	100	99	98	97	83	66
Wakulla		94	81	100	100	100	94	100	100	100	94	88	81*
Walton		91	91	99*	99*	91	94	99	99	99	94	58	71
Washington		100	91	100	100	100	100	100	100	100	93	93*	63
STATE		95%	97%	92%	95%	88%	93%	99%	98%	98%	95%	78%	67%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCES

Consonant

2-6 Given a written consonant and several pictures of objects, the learner will identify the object whose name ends with the given consonant.

STATE SCORE: 95

2-25 Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name ends with the given digraph.

STATE SCORE: 97

2-7 The learner will identify from a set of written words those ending with the same single consonant sound as a given word.

STATE SCORE: 92

2-18 Given a word orally with a final consonant blend, the learner will identify from a list of written words those with the same final consonant blend as the given word.

STATE SCORE: 95

2-5 The learner will identify from a set of written words those beginning with the same single consonant sound as a given word.

STATE SCORE: 88

2-11 Given a word orally with a beginning consonant blend, the learner will identify from a list of written words those with the same beginning consonant blend as the given word.

STATE SCORE: 93

2-4 Given a written consonant and several pictures of objects, the learner will identify the object whose name begins with the given consonant.

STATE SCORE: 99

2-17 The learner will identify from words given orally or from pictures of objects those that begin with a given written consonant blend.

STATE SCORE: 98

2-24 Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name begins with the given digraph.

STATE SCORE: 98

2-26 Given a written consonant digraph and several pictures of objects, the learner will identify the object whose name contains the given digraphs in the medial position.

STATE SCORE: 95

1-38 The learner will identify from a set of words those containing a given consonant sound in a specified position.

STATE SCORE: 78

2-9 The learner will identify from a set of written words those containing the same single medial consonant sound as a given word.

STATE SCORE: 67

Identification of beginning and ending single consonant sounds, blends, and digraphs seems to be mastered by fourth graders. However, lower scores continue to appear on objectives related to medial consonant sounds (objectives 1-38 and 2-9). Although this is a more difficult task than identification of initial and final consonants, performance on medial consonant sounds for fourth graders should not be so much lower than that for consonant sounds in other positions. However, fourth grade performance on medial consonant sounds is more consistent with scores for initial and final consonant sounds than were the second grade scores.

Vowels

2-12 Given an oral word containing a short vowel sound, the learner will identify from a list of written words those containing the same short vowel sound as the given word.

STATE SCORE: 68

2-13 Given an oral word containing a long vowel sound, the learner will identify from among given written words those containing the same long vowel sound as the given word.

STATE SCORE: 90

2-34 The learner will identify designated types of vowels in given written and oral words.

STATE SCORE: 51

2-33 The learner will complete given written words by adding the missing single vowel, vowel digraph, or diphthong.

STATE SCORE: 96

2-15 The learner will identify from given written words those containing short vowel sounds.

STATE SCORE: 75

2-22 The learner will identify from given written words those containing long vowel sounds.

STATE SCORE: 79

2-23 Given pairs of written words, the learner will identify those containing the same diphthong sound and those containing different diphthong sounds.

STATE SCORE: 85

2-14 From a list of written words, the learner will identify those that have the same short vowel sound.

STATE SCORE: 76

2-16 From a list of written words, the learner will identify those that have the same long vowel sound.

STATE SCORE: 75

1-40 Given words or pictures of objectives, all but one containing the same vowel sound, the learner will identify the one having a different vowel sound.

STATE SCORE: 79

The skill demonstrated by fourth grade students in identifying and utilizing vowel sounds for decoding is related to the task the students are asked to perform. On the whole, performance on items measuring vowel sounds is lower than on similar tasks dealing with consonant sounds. This is to be expected, as the vowel graphemes represent many more phonemes than do the consonant graphemes. The ability to recognize appropriate missing vowel graphemes to spell words appears to be the task on which the students performed best, while the ability to designate types of vowel sounds appears to be deficient. The latter skill, which required the students to label long and short sounds, is a skill not taught in modern linguistic programs used in some schools.

TABLE 13

GRADE 4: IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE #2

Percentage of fourth grade students in each district and the state achieving objectives related to IDENTIFICATION OF PHONEME-GRAPHEME CORRESPONDENCE.

	Skill					Vowels						Blending
District	Objective	2-12	2-13	2-34	2-33	2-15	2-22	2-23	2-14	2-16	1-40	2-31
Alachua		60%	88%	46%	93%	78%	82%	83%	79%	75%	84%	80%
Baker		51	67	39	98	64	48*	61	69	49	68*	79
Bay		77	95	55	100	85*	82	84	76	79	85	92*
Bradford		68	80	48	94	62	64	86	67	73	88	89
Brevard		85*	95*	64*	99*	89*	89*	95	87*	87*	85*	88
Broward		76	93	57*	95	80*	82	85	79	76	80	85
Calhoun		95*	84	51	100	97*	97*	97*	80	97*	80	100
Charlotte		94*	93	48	100	78	89	100	64	83	88	95*
Citrus		81	100	66	93	66	72	85	78	81	82	94
Clay		68	98*	64	100	82	94*	87	89*	87*	85	80
Collier		60	94	44	95	77	73	91	70	64	72	94*
Columbia		69	83	30*	99	49*	77	89	54*	62	82	79
Dade		62*	88	46*	95	70*	75*	82*	74	72*	76	83*
DeSoto		33*	91	47	100	62	100	85	76	67	30*	88
Dixie		83	100	4*	15*	45	42	93*	25*	79	75	100
Duval		65	88	45*	95	71	79	84	77	71*	75	80*
Escambia		71	94*	53	98	76	85*	89	80	80	79	88
Flagler		40	80	40	90	60	60	80	60	70	70	90
Franklin		74	85	62	89	82	58	85	66	55	58	77
Gadsden		44*	86	17*	98	45*	67	76	51*	42*	68	73
Gilchrist		48	100	92*	100	40	83	92	83	65	65	83
Glades		80	100	70	100	100	80	90	90	80	80	70
Gulf		39	83	47	100	86	64	64	64		42	86
Hamilton		75	85	53	100	90*	90	90	75	50*	75	100
Hardee		73	84	37	100	68	74	94	77	74	95*	100
Hendry		69	69	44	100	62	88	81	69	69	94*	81
Hernando		75	95	50	90	60	70	85	60	75	90	95
Highlands		67	85	66	97	70	77	96*	78	77	77	93
Hillsborough		65	89	47	98	71	76	83	69*	72	78	86
Holmes		87*	100	65	100	69	76	94*	73	96*	81	70
Indian River		67	78	51	97	80	84	86	82	68	63	90
Jackson		64	92	42	97	80	93*	86	67	84	76	82
Jefferson		50	90	30	90	70	80	80	60	60	70	90
Lafayette		80	100	50	100	80	80	80	80	80	90	80
Lake		68	94	55	100	69	83	84	71	75	71	87
Lee		74	93	54	99*	88*	87*	87	81	88*	82	89
Leon		70	90	42	93	73	73	89	78	64	79	86
Levy		43*	76	34	90	78	75	81	84	62	65	63*
Liberty		75	100	7*	100	82	93*	82	100	82	100	100
Madison		41*	81	34	93	73	77	77	44*	62	76	81
Manatee		60	80	45	95	66	79	81	67	72	73	87
Marion		61	86	45	96	84*	75	87	78	72	78	90
Martin		79	91	56	94	69	91*	85	75	78	84	72
Monroe		63	93	53	96	76	75	83	78	78	79	70*
Nassau		72	88	37	90	73	82	78	74	82	92*	83
Okaloosa		82*	96*	65*	97	83*	86	92*	85*	80	86*	90
Okeechobee		60	80	40	90	90	85	75	80	60	90	80
Orange		73*	93	58*	98	80*	81	88	81	78	84*	91*
Osceola		72	97	65	100	97*	97*	97*	86	96*	82	96*
Palm Beach		63	88	53	95	73	77	84	75	70	75	80
Pasco		67	86	59	100	69	67*	95*	72	81	83	86
Pinellas		70	92	55	98	74	78	86	75	76	82	87
Polk		70	90	52	97	78	78	86	77	78	78	86
Putnam		72	92	40	83*	80	81	88	76	80	75	86
St. Johns		80	93	60	98	76	76	91	85	66	73	82
St. Lucie		53*	84	40	94	77	72	78	68	64*	76	72*
Santa Rosa		67	90	60	92*	78	79	92*	69	81	74	93*
Sarasota		80*	96*	61	98	80	84	89	88	84*	87	86
Seminole		71*	92	57	97	78	81	84	73	85	81	85
Sumter		57*	85	53	100	78	96	91	79	91*	84	100
Suwannee		78	100	43	96	84	93*	87	73	71	49*	91
Taylor		67	94	64	99	61	83	92	76	60	90	75
Union		60	90	70	100	90	90	70	90	90	80	100
Volusia		71	94	55	99*	75	72	82	73	73	76	88
Wakulla		43*	100	57	81	56	63	94	68	63	75	100
Walton		59	99*	60	99*	64	87	87	75	62	60	88
Washington		63	78	52	100	85	80	93	67	87	87	93
STATE		68%	90%	51%	96%	75%	79%	85%	76%	75%	79%	85%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Blending

2-31 Given a written word ending with a consonant blend, the learner will substitute other final consonant blends to create new words.

STATE SCORE: 85

Blending, a necessary skill in decoding, is taught by separating word parts. One frequent mistake in teaching decoding skills is that they are taught by isolating the various parts of the word. When this is done, the blending process, whether it be for letters or syllables, is overlooked. However, it appears that Florida's fourth graders are progressing satisfactorily in this skill.

Observation

Mastery of these basic decoding skills is very necessary for the development of successful, independent readers. Reviewing the entire classification of phoneme-grapheme correspondence, it appears that students are making satisfactory progress in most areas. However, utilization of the phoneme-grapheme correspondences in the reading process must be learned in addition to learning the correspondences in isolation.

TABLE 14

GRADE 4: WORD PROCESSING

Percentage of fourth grade students in each district and the state achieving objectives related to WORD PROCESSING.

District	Skill / Objective	Structural Analysis 3-6	Structural Analysis 2-28	Structural Analysis 2-19	Structural Analysis 3-21	Syllabication 2-35
Alachua		94%	87%	94%	65%	80%*
Baker		88	85	96	46	61*
Bay		96	95*	95	77*	88
Bradford		88	87	92	41	94
Brevard		99*	94*	99*	84*	93*
Broward		95	88	92	68	87
Calhoun		100	100	100	84	100
Charlotte		94	100	94	57	89
Citrus		97	100	100	88*	87
Clay		94	92	92	72*	90
Collier		96	89	88	59	90
Columbia		96	83	100	72	82
Dade		94	86	91	59*	88
DeSoto		100	83	91	71	83
Dixie		100	46*	86	55	100
Duval		93*	84*	90	66	88
Escambia		98	91	96*	80*	87
Flagler		100	70	80	50	90
Franklin		96	77	100	58	100
Gadsden		95	80	87	48*	87
Gilchrist		100	83	100	65	100
Glades		100	100	100	70	100
Gulf		97	100	100	22*	83
Hamilton		100	100	95	90	80
Hardee		94	90	89	73	90
Hendry		100	87	87	62	94
Hernando		95	95	100	20*	95
Highlands		100	82	88	55	96
Hillsborough		97	87	93	58*	90
Holmes		100	95	100	79	95
Indian River		93	95	100	74	83
Jackson		100	88	89	82	95
Jefferson		100	40*	60*	60	90
Lafayette		100	100	90	50	100
Lake		99	90	95	64	85
Lee		98	90	91	72	89
Leon		97	85	89	51*	88
Levy		90	65	80	63	94
Liberty		82	64	100	68	46*
Madison		83	91	91	58	56*
Manatee		97	85	87	62	87
Marion		95	88	91	64	86
Martin		94	88	87	44*	94
Monroe		96	81	98*	79	79
Nassau		88	78	91	60	92
Okaloosa		100	97*	97*	67	93
Okeechobee		95	90	100	70	75
Orange		97	91*	95	72*	92
Osceola		97	100	100	78	94
Palm Beach		94	86	91	59*	89
Pasco		100	86	95	74	85
Pinellas		97	88	95	65	92
Polk		97	91	92	66	92
Putnam		98	88	94	69	95
St. Johns		93	79	82	71	87
St. Lucie		97	77*	90	68	83
Santa Rosa		93	87	89	72	97*
Sarasota		94	83	91	65	87
Seminole		97	94*	98*	73	92
Sumter		92	90	100	70	91
Suwannee		90	100	100	79	100
Taylor		91	94	92	81	92
Union		100	90	100	90*	90
Volusia		98	89	94	63	89
Wakulla		94	81	82	44	62
Walton		99*	94	95	69	99*
Washington		100	76	85	54	100
STATE		96%	88%	93%	66%	89%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

WORD PROCESSING

Structural Analysis

3-6 Given a written contraction, the learner will identify the two words that form it.

STATE SCORE: 96

2-28 Given words in random order that may be combined into compound words, the learner will form compound words.

STATE SCORE: 88

2-19 The learner will identify the simple words making up a compound word.

STATE SCORE: 93

3-21 The learner will identify the root, prefix, or suffix of a given written word.

STATE SCORE: 66

Structural analysis skills can be used in reading to aid in recognition of unknown words. Fourth graders are familiar with the skills measured in objectives 2-19 and 2-28 and would be able to analyze compound words in reading. They would also be able to analyze contractions to obtain meaning. On objective 3-21, the performance is minimal for fourth graders. Possible reasons for this performance are: (1) this skill is usually introduced later than the other structural analysis skills; and (2) the terminology used, i.e., root, prefix, and suffix, may not be familiar to the students.

Syllabication

2-35 The learner will divide given words into syllables.

STATE SCORE: 89

Dividing words into syllables is a developmental skill which fourth grade students are performing satisfactorily. The difficulty of words used increases the difficulty of the task. The two words used to measure this skill are on about the third readability level, which suggests that the students probably recognized the words and divided them into syllables after pronouncing them, rather than using syllabication generalizations as a skill in analyzing unknown words. It must be realized that a prerequisite to learning syllabication is learning to use both the visual recognition and sounding procedures necessary for the development of the analytical technique of recognizing difficult words through syllabication.

Observation

Florida's fourth graders are performing satisfactorily on all word processing skills measured on this assessment, except the identification of the root, prefix, or suffix in a word. Students receive more instruction at higher levels; however, this area should not be overlooked in the fourth grade instructional program.

RECOGNITION

Letters

1-17 Given an upper- or lower-case letter, the learner will identify its corresponding lower- or upper-case form.

STATE SCORE: 100

1-16 Given a set of upper- or lower-case letters, the learner will identify the letters that are named.

STATE SCORE: 96

1-29 The learner will identify words written in cursive that begin with a designated letter.

STATE SCORE: 97

1-18 The learner will identify words written in manuscript that begin with a designated letter.

STATE SCORE: 99

As would be expected, fourth graders have acquired the skills of letter recognition, both manuscript and cursive.

Words

2-20 Given known words or phrases, the learner will locate them in a given reading selection.

STATE SCORE: 72

The recognition of words by sight and/or decoding is a basic skill which is needed so students can read independently. The score obtained on this objective suggests that more emphasis must be placed on the utilization of the various decoding skills, as well as on basic sight word vocabulary development.

Rhyming Words

1-44 Given a rhyming couplet with an incomplete last line and a group of words or pictures of objects, the learner will select the words which best complete the rhyme.

STATE SCORE: 61

TABLE 15

GRADE 4: RECOGNITION

Percentage of fourth grade students in each district and the state achieving objectives related to RECOGNITION.

District	Skill Objective	Letters 1-17	Letters 1-16	Letters 1-29	Letters 1-18	Words 2-20	Rhyming Words 1-44	Rhyming Words 1-24	Consonants 2-1	Abbreviations 3-8
Alachua		100%	95%	94%	99%	77%	61%	74%	73%	92%
Baker		100	84	96	100	44	33*	36*	74	82
Bay		100	100	99	100	76	79*	72	87*	94
Bradford		92	100	95	100	83	42	50*	66	88
Brevard		100	99*	98	100	76	76*	75*	87*	96*
Broward		100	96	96	99	69	67*	72*	81	93
Calhoun		100	100	100	100	91*	62	100	100	100
Charlotte		100	100	100	100	69	61	84*	93*	95
Citrus		100	97	100	100	54	83*	60	85	98*
Clay		98	100	100	100	71	69	73	96*	100
Collier		100	93	96	100	76	68	64	77	92
Columbia		100	93	100	100	79	69	52	70	96
Dade		99	95	95	99	67*	54*	67	76	92
DeSoto		100	88	100	100	33*	50	50	79	94
Dixie		100	92	11*	15*	68	60	55	8*	15*
Duval		100	97	95	99	74	56*	63*	72*	93
Escambia		100	97	100	100	76	65	65	81	96
Flagler		100	70	80	100	90	20*	40	70	90
Franklin		100	89	100	100	54	47	54	74	69
Gadsden		98	92	97	100	76	46	47*	80	88
Gilchrist		100	100	100	100	65	75	58	92	100
Glades		100	100	100	100	70	50	70	80	100
Gulf		100	86	92	100	69	78	58	100	97
Hamilton		100	100	100	100	60	50	60	100	100
Hardee		100	88	100	100	78	50	78	77	94
Hendry		100	100	100	100	38*	62	75	94*	94
Hernando		95	95	100	100	80	100	60	80	90
Highlands		100	96	97	100	67	70	60	89	81
Hillsborough		100	95	97	100	70	60	67	79	92
Holmes		100	100	100	100	75	78	73	84	93
Indian River		100	100	100	100	73	75	61	81	97
Jackson		100	97	100	99	78	49	66	82	100
Jefferson		100	90	80	90	70	30	40	60	70
Lafayette		100	100	100	100	60	50	60	100	100
Lake		100	93	98	100	73	60	64	79	97*
Lee		100	97	99	100	75	57	73	78	96
Leon		100	97	97	99	67	60	58	73	96
Levy		100	98	81	100	63	43	46*	83	73*
Liberty		100	100	100	100	100	68	57	75	93
Madison		99	90	98	98	64	57	77	81	98*
Manatee		100	90	98	100	60*	53	79*	79	100
Marion		98	99	97	100	86*	49*	80*	74	91
Martin		100	97	97	97	75	62	60	79	94
Monroe		100	97	98	100	81	52	63	79	91
Nassau		100	95	100	100	74	50	67	79	95
Okaloosa		100	94	97	100	82*	69	74	81	95
Okeechobee		100	100	100	100	80	62	65	65	85
Orange		100	99*	98	100	73	69*	72	87*	97*
Osceola		100	93	100	100	74	75	67	73	100
Palm Beach		99	96	98	99	71	58	65	74	94
Pasco		100	98	98	100	73	70	62	85	95
Pinellas		100	97	98	100*	75	67	70	82	95
Polk		99	98	97	100	71	60	72	74	93
Putnam		100	100	97*	97*	76	54	64	71	80*
St. Johns		96	100	95	100	83	34*	69	84	95
St. Lucie		99	97	93	98	80	50*	60	80	96*
Santa Rosa		93*	90	92*	93*	80	58	75	78	90
Sarasota		100	96	99*	100	64	64	68	79	94
Seminole		100	98	97	100	77	66	62	86*	94
Sumter		100	93	99	100	92*	57	64	88	93
Suwannee		100	100	100	100	79	77	78	91	93
Taylor		100	95	99	100	71	64	56	94*	95
Union		100	100	100	100	90	70	80	90	70
Volusia		100	93*	98	99	74	65	60	81	96
Wakulla		100	94	94	100	75	88*	75	88	94
Walton		98	95	99	99	72	56	47	83	93
Washington		100	100	100	100	72	65	65	74	100
STATE		100%	96%	97	99%	72%	61%	68%	79%	93%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

1-24 Given a set of words, the learner will identify those that rhyme.

STATE SCORE: 68

Recognizing rhyming words through auditory means is a skill which fourth grade students performed well; however, their skill in recognizing these words visually is minimal.

A major reason for students developing this skill is that it aids in learning the graphemes which represent the various phonemes. Words can rhyme because they have the same ending phonemes but are spelled differently (the phonemes are represented by different graphemes). However, the difficulty of the items presented to measure these objectives does not require that the student know the different graphemic representations, only that they recognize the words and understand the meaning of "rhyme."

Consonants

2-1 The learner will identify consonants in the alphabet or in words.

STATE SCORE: 79

Fourth graders should possess the skill of identifying consonants with a high degree of accuracy; however, scores indicate that they are performing minimally. The primary purpose of such a skill is to assist in decoding and structural analysis skills.

Abbreviations

3-8 Given an abbreviation, the learner will identify the word for which it stands.

STATE SCORE: 93

Florida's fourth graders' skill in identifying words by a given abbreviation is satisfactory. This skill becomes progressively more difficult as the difficulty of the abbreviations and words increases. Therefore, it cannot be mastered at any one level.

Observation

The recognition skills of Florida's fourth graders seem to be adequate in areas such as letter recognition and abbreviation recognitions. However, scores on word recognition objectives indicate that additional instruction is needed to gain skill in utilizing decoding skills to recognize words in context or to develop sight word recognition skills. The skills of visually recognizing rhyming words and identifying consonants in the alphabet need more instruction to aid in the development of decoding skills.

TABLE 16

GRADE 4: LISTENING COMPREHENSION

Percentage of fourth grade students in each district and the state achieving objectives related to LISTENING COMPREHENSION.

	Skill	Following Directions	Main Idea	Sequence	Picture Interpretation	Understanding Emotion	
District	*Objective*	1-1	3-14	1-11	1-5	1-42	3-27
Alachua		91%*	58%	89%	99%	53%	53%
Baker		88*	63	93	100	46	46
Bay		85*	67	97	99	58	58
Bradford		98*	56	99*	94	47	47
Brevard		96*	84*	97*	99	75*	75*
Broward		95	69	95	98	56	56
Calhoun		98*	73	100	100	29*	29*
Charlotte		95	71	100	100	71	71
Citrus		97	74	98*	100	62	62
Clay		95	80*	92	100	80*	80*
Collier		90*	61	96	97	59	59
Columbia		92*	61	92	100	57	57
Dade		93*	63*	91*	99	56	56
DeSoto		98*	67	91	100	18*	18*
Dixie		84*	51	100	15*	4*	4*
Duval		94*	57*	91*	100	54*	54*
Escambia		96	65	95	100	62	62
Flagler		97*	70	80	100	30	30
Franklin		88*	32*	100	100	50	50
Gadsden		86*	25*	85	100	28*	28*
Gilchrist		96	75	100	100	83	83
Glades		94*	40	90	100	50	50
Gulf		88*	72	100	100	53	53
Hamilton		93	80	100	100	59	59
Hardee		100	72	95	100	65	65
Hendry		97	69	81	100	56	56
Hernando		98	60	100	100	50	50
Highlands		98*	74	96	100	63	63
Hillsborough		97*	63	94	100	55	55
Holmes		99*	54	100	100	68	68
Indian River		98*	66	92	100	55	55
Jackson		97*	78	100	100	55	55
Jefferson		96	60	90	100	10*	10*
Lafayette		99*	80	90	100	100	100
Lake		96*	69	99*	100	58	58
Lee		96	66	97	98	56	56
Leon		95	64	89	100	45*	45*
Levy		97*	37*	88	98	49	49
Liberty		98*	46	100	100	25	25
Madison		98*	40	70*	98	58	58
Manatee		98*	57	96*	98	51	51
Marion		98*	57	92	99	50	50
Martin		96	63	88	97	52	52
Monroe		94	72	96	98	45	45*
Nassau		88*	63	88	100	79*	79*
Okaloosa		98*	82*	97	100	77*	77*
Okeechobee		99*	50	90	100	50	50
Orange		95	71*	96	99	61	62
Osceola		99*	76	94	100	38*	38
Palm Beach		95	62	91	100	61	61
Pasco		91*	67	99*	100	65	65
Pinellas		94	73*	95	100	62	62
Polk		96*	67	94	100	59	59
Putnam		98*	65	100	87*	49	49
St. Johns		99*	60	82	100	70	70
St. Lucie		96	47*	93	100	58	58
Santa Rosa		96*	66	97*	93*	72*	72*
Sarasota		97	69	9	100	67	67
Seminole		94	69	99*	100	63	63
Sumter		96	61	95	100	69	69
Suwannee		99	79	100	100	38*	38*
Taylor		99*	61	100	100	83*	83*
Union		89*	70	100	100	40	40
Volusia		95	75*	96	98*	69*	69*
Wakulla		98*	37*	88	100	75	75
Walton		86*	64	99*	99	65	65
Washington		96	57	93	100	76	76
STATE		95%	66%	94%	99%	58%	58%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

LISTENING COMPREHENSION

Following Directions

1-1 Given an oral direction, the learner will follow it.

STATE SCORE: 95

Following oral directions appears to be a skill on which performance is adequate; however, instruction in this skill must be continued, as the skill is developmental and basic to everyday life.

Main Idea

3-14 The learner will identify the main ideas and major concepts of a selection.

STATE SCORE: 66

One of the most basic comprehension skills is that of identifying the main idea of a selection. The score obtained on this objective suggests that fourth graders need additional instruction in this area.

Sequence

1-11 After listening to a story, the learner will identify the main events in the proper order.

STATE SCORE: 94

Skill in sequencing given ideas is a concept which aids comprehension, in that material is recalled more easily in a sequential manner when ideas are related. Fourth grade students are progressing satisfactorily on this objective.

Picture Interpretation

1-5 Given a word or phrase orally, the learner will select from among several pictures the one that represents the word or phrase.

STATE SCORE: 99

Picture interpretation according to an orally read sentence is a means of measuring basic comprehension of an entire thought unit. Unless a complete sentence is understood, little comprehension can occur when reading longer passages. This skill, which becomes increasingly difficult as the sentences become more complex, appears to be learned at the level tested.

Understanding Emotion

1-42 After hearing a story, poem or passage in which an emotion is depicted, the learner will describe the emotion.

STATE SCORE: 58

3-27 Given a passage in which an emotion is conveyed, the learner will identify the emotion described in the passage.

STATE SCORE: 58

Understanding the emotion described in a selection requires skill in understanding the selection literally, and in interpreting the happenings in the selection to decide upon the feelings of the character or the entire passage.

This skill can be measured on many levels by increasing the readability level and the concepts; however, the passages given to measure these objectives were adequate to measure fourth grade students. More emphasis should be placed on interpretation skills in both listening and reading comprehension.

Observation

Identification of main ideas and understanding emotion in orally presented selections appear to be the two listening comprehension skills in need of more instruction. The other listening comprehension skills measured on the fourth grade assessment, following directions, sequencing, and picture interpretation, seem to be adequately learned at this level.

READING COMPREHENSION

Main Idea

3-15 The learner will answer from memory questions about the main idea, important facts, and general content of a selection he has read.

STATE SCORE: 47

Recalling central thoughts from a passage is a very important skill which is sometimes overlooked because of the emphasis placed on recalling details. Detail recollection is aided when the student is taught to remember key ideas in a sequential manner, as this triggers the recall of the details related to the key ideas. Fourth grade students appear to be deficient in this skill.

Details

3-10 The learner will identify from a list of events or ideas those contained in a previously read selection.

STATE SCORE: 79

3-28 Given a passage in which emotion is conveyed, the learner will identify the words or phrases conveying emotion.

STATE SCORE: 53

Literal comprehension of a passage is basic to most comprehension tasks. The task involved on objective 3-10 did not require total recall from memory to respond to questions; instead, recall was aided, which decreased the difficulty of the item. The State score obtained on objective 3-10 would suggest that the recall of details read in a passage needs more specific instruction, possibly as suggested in the discussion under Main Idea.

The skill of detail recall is expanded to a more complex task on the item measuring objective 3-28. Students were required to recall a specific detail from the passage to understand the emotion conveyed. This item seemed to be very difficult for Florida's fourth graders.

Sequence

3-11 Given a list of items or events from a familiar reading selection, the learner will sequence them in the order of their occurrence in the selection.

STATE SCORE: 62

TABLE 17

GRADE 4: READING COMPREHENSION #1

Percentage of fourth grade students in each district and the state achieving objectives related to READING COMPREHENSION.

	Skill	Main Idea	Details		Sequence			
District	Objective	3-15	3-10	3-28	3-11	3-13	3-43	3-44
Alachua		36%*	80%	49%	65%	65%	78%	78%
Baker		45	61*	29	42	42	55	55
Bay		55	85	57	75*	75*	80	80
Bradford		49	75	45	47	47	56	56
Brevard		52	86*	71*	81*	81*	83*	83*
Broward		49	78	50	58	58	68	68
Calhoun		27	84	95*	77	77	78	78
Charlotte		64	95*	85*	61	61	89*	89*
Citrus		71*	95*	56	74	74	85	85
Clay		56	77	62	64	64	78	78
Collier		66*	90*	55	64	64	78	78
Columbia		56	82	33*	55	55	88*	88*
Dade		45	74*	47*	55*	55*	68	68
DeSoto		47	91	59	62	62	62	62
Dixie		55	96*	0	42*	42	42	42
Duval		47	73*	51	58	58	69	69
Escambia		45	78	57	66	66	72	72
Flagler		50	70	60	60	60	50	50
Franklin		43	89	68	31*	31*	43	43
Gadsden		23*	74	30*	51	51	42*	42*
Gilchrist		40	75	53	65	65	40	40
Glades		50	90	50	40	40	40	40
Gulf		7*	83	61	50	50	47	47
Hamilton		50	90	70	90*	90*	100	100
Hardee		63	84	55	63	63	79	79
Hendry		25	69	69	81	81	88*	88*
Hernando		45	95*	40	45	45	60	60
Highlands		51	89	51	46*	46*	62	62
Hillsborough		41*	80	45*	59	59	69	69
Holmes		50	79	29*	45	45	83	83
Indian River		71*	88*	53	67	67	75	75
Jackson		49	86	57	68	68	67	67
Jefferson		40	80	20*	10*	10*	30*	30*
Lafayette		80*	80	40	60	60	90	90
Lake		59*	72*	47	58	58	75	75
Lee		45	86	58	63	63	70	70
Leon		42	78	58	62	62	69	69
Levy		34	83	43	47	47	62	62
Liberty		14*	68	68	93*	93*	86*	86*
Madison		27	64	60	46	46	47*	47*
Manatee		43	86	51	68	68	72	72
Marion		34*	73	53	56	56	75	75
Martin		56	85	37	59	59	56	56
Monroe		42	89	58	62	62	75	75
Nassau		46	67	36	56	56	57	57
Okaloosa		51	86*	69*	76*	76*	79*	79*
Okeechobee		40	60	45	65	65	75	75
Orange		54*	83	57	67*	67*	81*	81*
Osceola		45	100	45	72	72	89*	89*
Palm Beach		45	76	49	57	57	65*	65*
Pasco		50	83	57	70	70	77	77
Pinellas		44	81	59*	67	67	75	75
Polk		45	85*	53	65	65	71	71
Putnam		42	74	43	66	66	81	81
St. Johns		42	71	48	65	65	79	79
St. Lucie		36	71	63	58	58	61	61
Santa Rosa		54	81	58	61	61	75	75
Sarasota		55	86	72	71	71	74	74
Seminole		45	80	62*	70*	70*	74	74
Sumter		54	74	54	73	73	68	68
Suwannee		41	97*	56	53	53	44*	44*
Taylor		37	87	54	61	61	83	83
Union		70	90	70	60	60	70	70
Volusia		52	80	63*	55	55	66	66
Wakulla		12*	37*	100	50	50	75	75
Walton		65	78	65	44	44	66	66
Washington		26	72	63	57	57	78	78
STATE		47%	79%	53%	62%	62%	71%	71%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

3-13 After reading a given selection, the learner will identify its main events in proper sequence.

STATE SCORE: 62

3-43 The learner will arrange a scrambled set of words or sentences in logical order.

STATE SCORE: 71

3-44 Given a scrambled set of sentences which make up a paragraph or passage, the learner will arrange them in logical order.

STATE SCORE: 71

Sequencing events in the proper order is a skill which aids the student in all of the areas of comprehension. Improved skills in the areas of sequence and main ideas would improve the skill of recalling the details of a selection.

Classification and Relationships

1-30 The learner will identify from among several items those that belong to a given class or set.

STATE SCORE: 100

1-32 The learner will identify words, pictures, or objects representing similar concepts.

STATE SCORE: 66

3-35 Given class members, the learner will identify additional members in the same class.

STATE SCORE: 82

3-36 Given class members (words or statements), the learner will identify class concepts.

STATE SCORE: 87

3-53 The learner will identify the missing element in a given analogy.

STATE SCORE: 78

Students' skill in classifying and relating words are dependent upon the complexity of the task involved. When the task involves only classifying the words, achievement is higher than when students are requested to relate several words and match them to several other words which relate in the same way (the task for objective 1-32). This skill is important in that it requires vocabulary knowledge and interpretative comprehension skills.

TABLE 18

GRADE 4: READING COMPREHENSION #2

Percentage of fourth grade students in each district and the state achieving objectives related to READING COMPREHENSION.

	Skill	Classification and Relationships					Picture-Sentence Relationships	Anticipating Outcomes	Sentence Interpretation	Drawing Conclusions
District	Objective	1-30	1-32	3-35	3-36	3-53	2-30	3-31	3-40	3-47
Alachua		100%	71%	88%	89%	73%*	79%	89%	38%*	55%
Baker		100	74	76	82	63	58	100	12	51
Bay		100	53*	85	96*	85	87*	95	40	60
Bradford		100	62	84	82	87	65	93	30	58
Brevard		100	70	90*	93*	88*	85*	97*	41*	65*
Broward		100	65	81	85	76	79	90	28	48
Calhoun		100	78	84	100	70	84	100	50	72
Charlotte		100	71	100	76	69	83	94	31	56
Citrus		100	68	93	83	95*	73	80	18	60
Clay		100	76	90	93	85	87	90	32	71*
Collier		100	56	73	91	74	73	97*	28	50
Columbia		100	75	92	75	80	88	99*	26	41
Dade		100	67	80*	83*	75*	76	90	25*	43*
DeSoto		100	62	91	71	71	56	100	41	47
Dixie		100	75	96*	75	79	82	68	42	42
Duval		100	66	80	84	74	77	88	26	49
Escambia		100	64	84	89	80	79	92	31	54
Flagler		100	60	80	100	90	70	80	10	30
Franklin		96	50	84*	89	73	74	89	11	26*
Gadsden		100	68	69*	72*	74	64*	86	19	41
Gilchrist		100	92*	100	83	75	92	100	33	33
Glades		100	60	90	90	60	60	90	10	50
Gulf		100	53	83	86	86	89	78	15	44
Hamilton		100	86*	91	100	95*	75	60	34	34
Hardee		100	62	74	89	89	95	83	41	43
Hendry		100	69	88	94	88	87	87	19	56
Hernando		100	70	100	80	85	100	100	30	55
Highlands		100	78	81	89	70	81	96	29	57
Hillsborough		99	65	80	84	73*	79	88	26	51
Holmes		100	87*	87	94*	85	83	92	45	65
Indian River		100	64	93*	90	81	83	87	37	63
Jackson		100	45*	88	90	79	73	94	30	65
Jefferson		100	50	50	70	50	50	80	0	40
Lafayette		100	60	80	100	80	90	80	30	70
Lake		100	63	86	90	79	76	90	26	59
Lee		100	59	78	86	82	82	90	34	63*
Leon		100	65	85	91	84	77	91	22	50
Levy		94	63	67	59*	66	74	74	21	38*
Liberty		100	57	93*	100	93*	50	86	50	79*
Madison		100	37*	90	87	79	89	99*	5*	35
Manatee		100	69	80	88	81	75	85	36	52
Marion		100	68	81	89	82	77	98*	32	51
Martin		100	66	81*	91	69	78	94	25	44
Monroe		98	71	71	90	80	82	93	18	56
Nassau		100	68	86	77	68	70	82	16	41
Okaloosa		100	70	95*	93*	84	88*	95	34	61*
Okeechobee		100	62	90	70	85	81	100	30	55
Orange		100	69	86	91*	82	79	91	30	57*
Osceola		100	67	100	89	83	97*	97	36	62
Palm Beach		100	63	80	84	73*	73*	92	27	49
Pasco		100	86*	89	91	80	88*	95	29	51
Pinellas		100	74*	82	87	79	81	93	31	58*
Polk		99	61	82	91*	81	81	90	31	54
Putnam		100	60	77	85	82	77	95	27	53
St. Johns		100	56	84	93*	82	75	77	41	62
St. Lucie		100	57	74	87	68	69	83	27	44
Santa Rosa		98*	64	80	86	79	78	86	29	50
Sarasota		100	67	78	93*	79	75	91	32	55
Seminole		100	60	83	89	81	79	96*	27	50
Sumter		100	62	88	91	83	88	85	36	55
Suwannee		100	56	87	93	93*	82	96	0	56
Taylor		100	60	98*	90	86	85	76	15*	18*
Union		100	40	90	90	90	90	90	50	60
Volusia		100	66	86	84	75	78	92	28	44
Wakulla		100	75	69	78	57	81	100	0	44
Walton		99	55	87	87	83	75	94	27	57
Washington		100	93*	85	87	65	85	100	22	63
STATE		100%	66%	82%	87%	78%	79%	91%	28%	51%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Picture-Sentence Relationships

2-30 Given illustrations and sets of descriptive written words, phrases or sentences, the learner will select the word, phrase, or sentence which best describes each illustration.

STATE SCORE: 79

The relationship of a picture to a group of words or a sentence picture is important to all comprehension skills, as it indicates understanding of what is read. This objective was measured at a level on which fourth graders should have performed well.

Anticipating Outcomes

3-31 Given an incomplete passage, the learner will select or write a sentence to complete it.

STATE SCORE: 91

This interpretative comprehension skill requires the reader to think critically as he reads and to relate the given facts to determine the logical outcome. Performance on this objective is adequate for fourth grade students.

Sentence Interpretation

3-40 Given a passage and a paraphrase of a statement appearing in that passage, the learner will locate the original statement in the passage.

STATE SCORE: 28

Interpretative skills must be employed to relate two sentences which are synonyms. This is a task which is not only important in reading comprehension but is also important in creative writing. The State score suggests that more instruction should be given in this area.

Drawing Conclusions

3-47 The learner will answer questions about a given hypothetical situation which require him to infer information not literally or directly stated in the situation as given.

STATE SCORE: 51

This interpretative reading skill also depends on understanding details of the selection. Facts are given in the selection which require the student to interpret and draw a conclusion. Inability to perform this task suggests the lack of literal comprehension for a point of reference and/or the lack of interpretative skills.

Observation

After reviewing the entire reading comprehension section, it appears that, generally, students require more careful instruction in these skills. In comparison to the decoding skills which are adequate in most cases, the comprehension skills are low. This could lead to the conclusion that decoding skills are being taught in the primary grades almost to the exclusion of comprehension skills. However, this may be an inaccurate generalization, and other possibilities must be examined:

1. Are decoding skills being taught and tested only in isolation and rarely related to the task for which they are taught, that is, to aid in unlocking unknown words in the act of reading?

2. Have decoding skills been taught to the exclusion of developing a sight word vocabulary?

3. Are the students knowledgeable of the application of decoding skills and able to recognize the basic sight words, but unable to associate meanings with the recognized words?

4. Are fourth grade students in Florida unable, for one of the above reasons or some other, to recognize and comprehend words and selections written on the levels used in this assessment?

These possibilities must be more carefully examined in individual situations, so that instruction can be geared to correct the problem. Without comprehension, reading does not occur.

MEANING

Vocabulary

3-37 Given class concepts, the learner will identify members belonging to each class.

STATE SCORE: 99

3-29 The learner will identify related words or statements.

STATE SCORE: 84

3-42 The learner will translate given examples of non-literal language.

STATE SCORE: 83

1-13 Given orally the function of a familiar object, the learner will identify that object.

STATE SCORE: 98

3-23 The learner will identify prefixed or suffixed words that mean the same as given phrases.

STATE SCORE: 31

2-21 Given a known word, the learner will identify its definition.

STATE SCORE: 69

1-2 Given the name of a body part, the learner will locate it on himself, another person, a doll, or a picture.

STATE SCORE: 99

1-19 The learner will identify the direction or position of a specified object.

STATE SCORE: 92

1-7 Given the name of a part of the body, the learner will identify its function.

STATE SCORE: 94

3-20 Given two or more sentences, each using the same multiple-meaning word in a different context, the learner will identify each different meaning of the word.

STATE SCORE: 77

TABLE 19

GRADE 4: MEANING #1

Percentage of fourth grade students in each district and the state achieving objectives related to MEANING.

	Skill	Vocabulary									
District	Objective	3-37	3-29	3-42	1-13	3-23	2-21	1-2	1-19	1-7	3-20
Alachua		99%	82%	82%	99%	40%	73%*	100%	91%	93%	76%
Baker		100	81	78	100	32	59	100	92	81	61
Bay		99	86	89	98	29	72	100	98*	97	83
Bradford		100	86	82	100	27	66	100	100	100	75
Brevard		100	91*	93*	99	42*	81*	100	98*	98*	90*
Broward		99	84	81	98	30	71	100	91	93	79
Calhoun		100	84	95*	100	21	100	100	100	100	97*
Charlotte		100	94	76	100	34	71	100	94	94	62*
Citrus		100	84	90	100	44	70	100	97	100	89
Clay		98	88	86	98	43	80*	100	92	100	91*
Collier		100	93*	82	97	30	58	100	91	93	85
Columbia		96	77	80	99	44	68	100	96	96	41*
Dade		98	80*	82	98	27*	67	98*	88*	90*	71*
DeSoto		100	76	67	100	44	71	100	91	83	88
Dixie		100	100	8*	100	42	75	100	62	83	4*
Duval		98	81	74*	98	29	66	100	91	93	68*
Escambia		99	85	89*	99	40*	75	100	95	95	79
Flagler		100	70	80	90	0	50	100	90	90	60
Franklin		100	62*	81	100	31	23*	100	89	100	73
Gadsden		96	61*	66*	97	21	45*	100	81	88	64
Gilchrist		100	83	83	100	60	50	100	100	100	100
Glades		100	70	90	100	10*	60	100	100	100	60
Gulf		100	60	75	86	39	100	100	72	100	79
Hamilton		100	90	100	100	51	95*	95	100	100	95*
Hardee		100	78	70	100	23	73	100	94	100	66
Hendry		94	81	100	100	25	50	100	100	100	81
Hernando		100	100	85	100	25	65	100	90	95	85
Highlands		100	84	77	100	38	70	100	96	96	81
Hillsborough		98	82	85	98	28	61*	98*	88	90*	75
Holmes		100	87	81	100	32	63	100	98*	100	95*
Indian River		100	85	98*	97	31	78	100	90	93	87*
Jackson		100	79	80	97	25	68	100	88	97	90*
Jefferson		100	70	60	100	30	40	100	80	100	40*
Lafayette		100	80	90	100	30	60	100	100	100	90
Lake		100	91	90	100	36	80*	100	94	95	84
Lee		99	92*	84	99	41*	75	100	94	94	81
Leon		100	87	79	99	30	66	99	94	95	63*
Levy		100	64	46*	94	6*	48	100	83	92	52*
Liberty		100	82	93	100	0	100	100	100	100	75
Madison		100	70	87	99	51*	70	100	94	87	90*
Manatee		99	90	83	100	24	74	100	95*	97*	79
Marion		98	76	82	100	46*	68	100	97	95	76
Martin		97	79	80	100	37	63	100	88	100	73
Monroe		100	79	85	100	12*	70	100	99*	98	81
Nassau		96	79	84	100	12*	70	100	86	95	75
Okaloosa		100	94*	87	99	42*	76*	100	95	97	77
Okeechobee		100	75	70	90	48	80	100	85	95	80
Orange		99	88*	89*	99	31	73	100	95*	97*	82*
Osceola		100	100	93	100	42	78	100	96	96	84
Palm Beach		99	84	81	99	27	69	99	91	92	75
Pasco		99	84	80	99	27	75	100	95	92	92*
Pinellas		99	88*	88*	99	30	67	100	93	95	82*
Polk		99	84	81	99	36	69	100	95*	96	79
Putnam		100	78	71*	100	38	70	100	95	95	68
St. Johns		93	98*	91	100	26	68	100	100	96	88*
St. Lucie		97	75	68*	100	19*	63	100	92	95	72
Santa Rosa		95	87	80	89*	33*	68	98*	95	93	84*
Sarasota		99	89	91*	97	35	75	100	91	96	91*
Seminole		100	89	91	98	32	74	100	98*	93	91*
Sumter		100	93	89	100	14*	75	100	93	96	81
Suwannee		100	88	84	100	23	68	100	97	100	74
Taylor		100	89	70	99	55	48	100	95	95	98*
Union		100	100	80	90	20	70	100	100	90	80
Volusia		99	88	86	99	31	67	95*	86*	91	74
Wakulla		100	75	87	100	19	50	100	81	88	75
Walton		99	99*	55*	98	26	68	98	91	94	79
Washington		100	100	91	100	65*	57	100	93	93	100
STATE		99%	84%	83%	98%	31%	69%	99%	92%	94%	77%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Vocabulary, which is a basic to comprehension, is an area which is never completely mastered. Students were most deficient in their knowledge of prefixes and suffixes. While high achievement on this skill should not be expected at the fourth grade level, instruction should be given in this very important area. Prefixes and suffixes can be great aids in determining the meanings of unknown words. Vocabulary development at all levels cannot be overemphasized.

Synonyms

3-18 The learner will identify synonyms in given pairs of words, lists of words, or reading selections.

STATE SCORE: 61

Synonym knowledge varies according to the difficulty of the words. In the task used to measure this objective, the readability level of the words did not exceed level three. There are several possibilities as to why the State percentage of achievement is minimal: (1) the students were unable to decode the words used, or (2) the students did not know the meanings of the various words used on the items.

Antonyms

3-19 The learner will identify antonyms in given pairs of words, lists of words, or reading selections.

STATE SCORE: 70

1-33 The learner will identify words, pictures, or objects representing opposite concepts.

STATE SCORE: 87

The differences in the scores obtained on the two objectives related to antonyms can possibly be attributed to differences in the complexity of the tasks. The task for measuring objective 1-33 required the students to locate the word which was opposite in meaning to a given word. Objective 3-19 was measured by giving the students four pairs of words from which they were to select the pair which was opposite in meaning. The first task was less complex than the second. Therefore, it can only be concluded that on a whole fourth graders are performing adequately on the less complex tasks of recognizing antonyms.

Homonyms

3-24 The learner will identify homonyms in given pairs of words, lists of words, or reading selections.

STATE SCORE: 58

TABLE 20

GRADE 4: MEANING #2

Percentage of fourth grade students in each district and the state achieving objectives related to MEANING.

	Skill	Synonyms	Antonyms		Homonyms	Compound Words		Context		Punctuation
	Objective									
District		3-18	3-19	1-33	3-24	2-27	2-29	2-37	2-38	3-3
Alachua		50%*	67%	84%	59%	81%	90%	77%	77%	91%
Baker		57	48	69	44	81	81	60	87	93
Bay		74*	79	91	64	90	91	83	92*	98*
Bradford		56	71	74	68	75	80	62	70	97*
Brevard		78*	75	95*	71*	94	98*	88*	93*	93*
Broward		63	72	87	58	87	92	73	78	89
Calhoun		51	67	97*	41	100	100	100	84	100
Charlotte		47	68	89	67	100	100	79	84	100
Citrus		71	82	98*	63	95	100	77	82	89
Clay		68	66	88	79*	91	94	85	90*	94
Collier		70	61	87	51	89	92	78	72	85
Columbia		71	77	91	73	87	91	83	77	96
Dade		56*	68	85	54*	84*	91	72*	75*	88
DeSoto		44	62	62	44	100	100	71	62	100
Dixie		83	64	62	58	83	100	42	58	92
Duval		53*	68	84	53	82*	88*	73	76	87
Escambia		66	68	90	62	90	96	80	81	91
Flagler		60	40	90	50	70	100	60	60	90
Franklin		35	54	66	38	89	100	65	66	77
Gadsden		30*	55	69*	34*	64*	77*	57*	66	87
Gilchrist		23*	75	48*	48	83	100	40	40*	100
Glades		70	70	90	30	90	100	70	60	90
Gulf		32	64	58*	47	79	97	72	72	92
Hamilton		70	45	90	85*	85	95	100	100	91
Hardee		61	67	94	73	90	90	84	74	84
Hendry		44	69	94	56	81	81	81	75	69
Hernando		75	65	90	45	80	90	75	85	100
Highlands		62	65	85	59	89	92	70	77	85
Hillsborough		58	71	84	52*	88	93	70*	76	91
Holmes		76	65	98*	80*	98*	92	84	82	98*
Indian River		58	74	81	71	80	94	80	94*	92
Jackson		74*	64	88	57	90	100	87	77	88
Jefferson		40	50	60	40	60	70	50	60	60
Lafayette		50	70	80	60	100	90	90	90	100
Lake		64	73	90	57	90	96	76	82	90
Lee		70	60	92	57	93*	95	79	81	92
Leon		61	64	87	54	87	92	71	82	87
Levy		40	45*	73	54	76	76	66	63	94
Liberty		57	61	100	100	64	100	100	82	100
Madison		66	80	87	71	85	92	72	75	80
Manatee		51	66	89	52	89	95	77	82	90
Marion		54	66	89	65	76*	90	83	83	90
Martin		50	65	88	47	91	91	72	66	94
Monroe		50	74	89	49	94	95	77	78	92
Nassau		63	63	91	52	79	92	72	68	75
Okaloosa		78*	73	90	72*	96*	98*	88*	85	93
Okeechobee		45	71	75	65	80	75	65	70	95
Orange		70*	73	93*	61	92*	97*	80	82	93
Osceola		85*	84*	89	70	92	96	81	89	97*
Palm Beach		58	63*	82	48*	83	89*	75	77	88
Pasco		56	72	92	56	91	94	84	74	88
Pinellas		66	75*	88	62*	89	92	78	82	90
Polk		61	65	92*	54	89	94	83*	83	89
Putnam		57	70	85	52	81	87	87*	83	86
St. Johns		56	62	90	73	83	89	82	76	80
St. Lucie		46*	57*	83	47	77	87	73	73	77*
Santa Rosa		67	67	84	66	90	98*	76	79	85
Sarasota		66	80*	88	62	92	98	80	87*	93
Seminole		61	78*	92	64	92	97*	80	84	96*
Sumter		65	56	89	77*	90	98*	80	83	89
Suwannee		62	63	93	49	90	97	84	77	100
Taylor		59	65	78	68	83	94	75	100	89
Union		100	80	90	80	100	100	90	60	100
Volusia		67	80*	83	52	92*	96*	71	76	91
Wakulla		6*	63	63	50	94	88	69	82	94
Walton		44	87*	98*	68	94	99*	81	94*	97
Washington		43	63	87	61	87	85	72	63	91
STATE		61%	70%	87%	58%	87%	93%	76%	79%	90%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Fourth graders' lack of skill in determining the appropriate homonyms from four given pairs of words can be attributed to several factors:

1. Lack of clarity in the directions. They requested the student to "find the pair of words that sound exactly the same but have different meanings." Included in the distractors were two words spelled exactly the same, as well as two words spelled differently but pronounced the same.

2. Inability to decode the words to determine those which are pronounced the same.

3. Lack of vocabulary knowledge to know which words have different meanings.

Compound Words

2-27 Given an unknown compound word composed of familiar simple words, the learner will identify the meaning of the compound.

STATE SCORE: 87

2-29 Given a sentence containing one word of a compound word, the learner will use the context of the sentence to identify the missing part.

STATE SCORE: 93

Scores obtained on the two objectives measuring compound words suggest that fourth graders are performing satisfactorily.

Context

2-37 Given an unfamiliar word in context, the learner will use context clues to identify the meaning of the word.

STATE SCORE: 76

2-38 Given an incomplete sentence, the learner will complete it by identifying a word or phrase suitable to the context of the sentence.

STATE SCORE: 79

Using context clues to determine the meaning or to decode a word is a skill which is most useful to successful readers. Even though the scores obtained on these objectives should not be considered low, the value and use of this skill should be emphasized in classroom instruction.

Punctuation

3-3 The learner will identify the meaning of punctuation marks and capital letters.

STATE SCORE: 90

Recognition of the meaning of certain punctuation marks is a skill which students appear to be performing satisfactorily.

Observation

Skill in understanding or getting meaning from a passage is a major component of the reading process. To gain meaning from a selection, students must have a meaning vocabulary from which they can abstract meanings for words encountered in their everyday reading. Therefore, continuous instruction must be given in the knowledge of basic vocabulary, synonyms, antonyms, and homonyms, and in using context to ascertain meaning.

STUDY SKILLS

Alphabetization

4-1 The learner will arrange given words in alphabetical order.

STATE SCORE: 67

1-25 The learner will identify the letters that immediately follow and precede a given letter in the alphabet.

STATE SCORE: 88

Differences occurring in performance on these two objectives can be attributed to several factors: (1) the inability of the students to carry out the more complicated task of alphabetical order; or (2) the scoring factor which required that all five words had to be in correct order to achieve the objective. However, this is a task on which fourth graders should perform well.

Library

4-12 Given a library catalogue card, the learner will identify the author, title, subject, and call number of the book.

STATE SCORE: 45

This basic study skill appears to be an area of deficiency for Florida's fourth graders. However, many librarians throughout the State have suggested that the cards used on the test were not the same as those ordinarily used in Florida schools. For example, the spacing, lettering, etc., were slightly different. Therefore, it may be suggested that these items were unsuitable for Florida students.

Locational

4-13 Given a problem or question, the learner will identify the key word(s) he would look up in an index to find information related to the problem.

STATE SCORE: 29

4-3 The learner will identify the information a title page contains.

STATE SCORE: 38

4-19 The learner will skim a given reading selection to locate specific information. (timed)

STATE SCORE: 13

TABLE 21

GRADE 4: STUDY SKILLS

Percentage of fourth grade students in each district and the state achieving objectives related to STUDY SKILLS.

District	Skill: Alphabetization		Library	Locational					Map Location	Printer's Cue to Meanings		Appropriate Rate
Objective	4-1	1-25	4-12	4-13	4-3	4-19	4-16	4-18	4-8	4-10	4-9	4-21
Alachua	60%	92%*	31%*	28%	30%	11%	41%*	41%*	82%	39%	39%	69%
Baker	45	66	37	29	38	15	23	23	77	45	33	62
Bay	82*	95*	51	36	41	14	43	43	93*	54	32	79
Bradford	62	80	40	37	39	14	37	37	93	38	30	68
Brevard	81*	96*	63*	31	48*	20*	40*	40*	85	52*	45*	80*
Broward	68	89	48	36	48*	13	43	43	82	47	36	71
Calhoun	95*	100	84*	63*	90*	0	56	56	100	48	42	100
Charlotte	74	94	38	32	54	0	53	53	78	48	47	61
Citrus	80	100	56	27	39	16	65	65	83	71*	24	80
Clay	71	84	59*	46*	49	27*	58*	58*	79	49	44	84*
Collier	55*	83	50	25	45	13	48	48	60*	24*	37	67
Columbia	91*	83	47	24	22*	23	44	44	82	20*	36	52
Dade	63*	83*	41*	24*	34*	12*	48	48	79*	42	29	64*
DeSoto	65	88	53	29	17	26	41	41	56	64	15*	82
Dixie	50	100	0	0	8*	42	32	32	83	51	14	4*
Duval	64	87	40*	31	38	11	43	43	82	47	36	67*
Escambia	71	93*	49	34	42	15	51	51	90*	46	36	74
Flagler	30*	90	40	20	40	0	40	40	80	20	20	80
Franklin	31*	77	34	18	27	4*	72	72	80	45	24	73
Gadsden	46*	84	30*	33	29	4*	34	34	55*	31	23	53*
Gilchrist	100	100	58	17	25	0	50	50	83	23*	67	83
Glades	40	100	20	10	0	20	50	50	90*	50	10*	80
Gulf	53	86	25	24	3*	11	54	54	86	53	50	41
Hamilton	50	100	84*	5*	52	0	66	66	85	63	15	66
Hardee	47*	95	45	34	16*	22	44	44	90	46	0	71
Hendry	69	94	19*	12	19	19	25*	25*	69	25	12*	69
Hernando	85*	95	30	25	45	25	35	35	85	50	20	55
Highlands	62	93	37	38	42	7	51	51	85	33	45	78
Hillsborough	67	87	39*	28	38	13	48	48	74*	38*	35	70
Holmes	70	68	16*	22	38	5	43	43	91	22*	8*	72
Indian River	78	91	48	33	44	19	44	44	83	41	40	84*
Jackson	63	97*	43	39	20*	7	49	49	99*	50	24	66
Jefferson	40	90	20	20	20	20	20	20	80	30	20	40
Lafayette	70	90	30	40	50	0	60	60	100	40	60	80
Lake	62	85	50	32	43	16	40	40	81	40	45	67
Lee	74	90	51	24	36	14	43	43	82	50	30	66
Leon	59	92	49	22	33	17	56*	56*	83	43	33	65
Levy	33*	84	31	32	21	12	43	43	66	57	18*	61
Liberty	46	82	7*	7*	18	0	50	50	100	18	7*	75
Madison	70	81	62	12*	19	38*	20*	20*	61	36	55	57
Manatee	55*	95*	42	30	34	13	41	41	91*	44	28	69
Marion	66	82	36	28	35	25*	43	43	88	46	42	72
Martin	69	88	44	16	40	19	44	44	63	37	40	80
Monroe	65	84	40	35	37	2*	50	50	75	44	36	71
Nassau	58	92	34	30	39	16	57	57	81	29	24	79
Okaloosa	76*	96*	60*	33	44	11	49	49	86	46	43	86*
Okeechobee	52	80	25*	25	35	0	38	38	95*	35	33	75
Orange	70	89	52*	29	36	13	49	49	86	50*	37	75
Osceola	78	79	54	26	35	14	48	48	92	32	47	79
Palm Beach	67	88	39	29	37	13	48	48	85	44	30	71
Pasco	74	90	54	38	44	12	35	35	87	44	41	84*
Pinellas	66	86	47	35*	35	15	49	49	84	48	35	76*
Polk	70	86	42	30	33	15	47	47	88*	38	36	74
Putnam	72	91	30*	24	34	10	39	39	85	43	25	61
St. Johns	68	86	51	25	53	8	46	46	94*	45	19*	84*
St. Lucie	45*	84	44	23	31	10	44	44	70	37	21*	62
Santa Rosa	76	86	32*	24	25*	8	48	48	95*	40	35	74
Sarasota	70	93*	39	31	42	12	52	52	90*	48	36	81*
Seminole	77*	93	51	32	38	18	42	42	89	52	41	77
Sumter	75	87	32	47	23	18	58	58	99*	49	43	63
Suwannee	68	96	40	23	36	19	61	61	71	56	31	68
Taylor	78	99*	61	47	45	5	40	40	89	43	30	78
Union	90*	100	70	0	70*	0	60	60	100	50	50	60
Volusia	67	92	53	30	42	13	45	45	82	46	34	75
Wakulla	69	56	25	25	50	0	50	50	75	19	44	81
Walton	73	91	45	20	35	8	58	58	74	24	43	89*
Washington	57	87	48	22	59	0	59	59	87	78*	54	87
STATE	67%	88%	45%	29%	38%	13%	46%	46%	82%	44%	34%	71%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

4-16 Given a list of questions and a list of specialized materials, the learner will identify the reference which would provide the answer to each question.

STATE SCORE: 46

4-18 Given a topic or problem, the learner will identify one or more appropriate sources of information on that topic or problem.

STATE SCORE: 46

Utilization of reading material to locate information is one of the goals which should be used to evaluate good readers, since it is only through the utilization of reading skills for practical purposes that reading becomes a valuable tool. The scores obtained in this section are low for fourth grade students. These deficient scores could be attributed to many factors; however, the first suggestion might be that more instructional time be devoted to using reading as a tool rather than teaching reading as a content area.

Map Location

4-8 Given a map and a location, the learner will find the location on the map.

STATE SCORE: 82

Florida's fourth graders are making satisfactory progress in their utilization of the skills necessary to locate information on maps.

Printers Cues to Meaning

4-10 The learner will identify the uses of italics.

STATE SCORE: 44

4-9 The learner will identify the uses of bold-face type.

STATE SCORE: 34

Knowledge of the different types of print used in reading material and their meanings appears to be deficient. This knowledge is an important cue to comprehension, since it can aid the reader in locating important information to be remembered. The low scores in this area may be partly due to the lack of knowledge of the terms used; the students may know what the different types of print mean when they see them, but they may not know the technical terminology.

Appropriate Rate

4-21 The learner will indicate appropriate reading rates and methods for designated materials and purposes for reading them.

STATE SCORE: 71

Students' knowledge of the appropriate rate of reading to be used in various reading situations is important to comprehension and the use of reading as a tool. Fourth graders appear to be achieving minimally on this skill; therefore, instructional emphasis should be continued and expanded to further the development of this important skill.

Observation

Study skills are one means of utilizing the skills taught in reading. It must be remembered that reading is a tool to facilitate learning in all areas. In reviewing the scores obtained on the various study skills objectives, it appears that more emphasis needs to be placed on utilization of the skills taught in reading.

SYNTACTICAL STRUCTURE

Sentence-Phrase Discrimination

1-46 The learner will differentiate between phrases and complete sentences.

STATE SCORE: 96

Fourth graders did much better on objectives measuring their skill in differentiating between sentences and phrases than did second graders on similar objectives. This improvement is evidence that this is a developmental skill which has been sufficiently learned by the fourth grade.

Sentence Beginning

3-1 The learner will identify the beginning of each sentence in a given passage.

STATE SCORE: 58

Sentence Ending

3-2 The learner will identify the ending of each sentence in a given passage.

STATE SCORE: 65

Although scores suggest that fourth graders have developed these skills to a greater degree than second graders, the skill has not been learned to the extent that students can use these skills to aid comprehension.

Written Structure

1-51 The learner will construct complete sentences using past, present, and future forms.

STATE SCORE: 73

Fourth graders appear to be progressing satisfactorily in constructing complete sentences utilizing the designated verb form.

TABLE 22

GRADE 4: SYNTACTICAL STRUCTURE and FIGURES OF SPEECH

Percentage of fourth grade students in each district and the state achieving objectives related to

		SYNTACTICAL STRUCTURE						FIGURES OF SPEECH
	Skill	Sentence-Phrase Discrimination	Sentence Beginning	Sentence Ending	Written Structure	Grammatical Structure		Identification
District	*Objective*	1-46	3-1	3-2	1-51	1-48	3-49	3-30
Alachua		95%	49%	53%*	61%*	70%	82%	4%
Baker		81*	55	58	81	41*	59	22*
Bay		95	59	74*	78	85	80	3
Bradford		95	65	64	52	55	83	0
Brevard		99*	77*	81*	83*	89*	94*	21*
Broward		96	59	65	69	80	83	9
Calhoun		100	97*	88*	100	97*	100	43
Charlotte		100	66	66	84	94*	90	0
Citrus		93	60	68	87	92*	92	18
Clay		94	70	73	77	83	91	6
Collier		91	53	59	77	71	86	14
Columbia		90	48	55	79	79	84	10
Dade		96	52*	58*	69*	73*	81*	5*
DeSoto		100	35	52	91*	85	65	0
Dixie		96	0	8*	83	79	8*	0
Duval		96	52*	63	69	72*	84	9
Escambia		98*	62	69	86*	82	86	8
Flagler		90	40	50	70	80	90	0
Franklin		100	50	66	58	62	84	0
Gadsden		98	35*	59	53*	57*	77	12
Gilchrist		100	83	83	31*	100	83	60*
Glades		100	50	50	60	90	100	0
Gulf		97	64	64	89*	65	92	0
Hamilton		100	73	73	80	85	100	35
Hardee		100	66	70	64	63	83	5
Hendry		100	37	56	69	69	75	0
Hernando		100	60	60	60	95*	90	0
Highlands		97	51	59	77	77	77	10
Hillsborough		96	58	65	67*	76	82	2*
Holmes		95	61	79	90*	82	93	8
Indian River		84*	61	64	52*	83	94	3
Jackson		94	61	65	64	83	81	10
Jefferson		100	30	40	40*	70	50*	0
Lafayette		100	60	70	90	90	90	0
Lake		95	54	69	79	88*	85	6
Lee		95	64	71	82	86*	86	6
Leon		94	57	59	80	76	78	1*
Levy		100	43	52	44*	60*	61	6
Liberty		82	68	75	75	100	100	0
Madison		94	60	55	35*	79	87	6
Manatee		88*	52	66	63	76	76	4
Marion		96	57	57	74	74	83	5
Martin		100	56	67	72	72	89	0
Monroe		97	68	64	77	78	86	5
Nassau		84	58	79	59	70	83	4
Okaloosa		98	74*	76*	83*	93*	93*	3*
Okeechobee		100	20*	35*	55	65	85	0
Orange		97	66*	73*	80*	81	87	9
Osceola		100	78*	89*	86*	82	94*	0
Palm Beach		96	57	67	71	77	83	4*
Pasco		94	67	70	75	85	87	5
Pinellas		96	59	62	76	80	87	10*
Polk		93	52	60	73	85*	84	4*
Putnam		93	54	62	78	81	67*	8
St. Johns		100	66	62	73	77	93*	0
St. Lucie		91	51	58	68	57*	75	0
Santa Rosa		93	63	71	70	83	80	4
Sarasota		97	64	65	77	89*	89	3
Seminole		99	63	69	81*	83	91*	6
Sumter		100	51	69	92*	90*	95	5
Suwannee		72*	77*	69	68	90*	97*	0
Taylor		100	82	88*	80	63	85	10
Union		100	70	70	80	90	90	30
Volusia		97	66	69	75	80	85	3*
Wakulla		100	50	51	62	69	75	0
Walton		99*	79*	65	80	85	83	2*
Washington		91	59	80	83	59	93	26
STATE		96%	58%	65%	73%	78%	84%	7%

[1]The objectives are given throughout Chapters II and III of Section 3. For a complete listing of the objectives, see Appendix A in Section 2 of the Technical Report.

[2]State and district percentages can not be compared validly without considering their respective confidence intervals (explained on p. 36 of this section and in Chapter IV of Section 2.)

[3]Asterisks (*) indicate whether the interpretations in Chapters II and III apply to that particular district score. The meaning of the asterisks is discussed on page 36.

Grammatical Structure

1-48 The learner will change a sentence by substituting two or more of its words with two or more other words of the same grammatical function.

STATE SCORE: 78

3-49 The learner will identify correct and incorrect uses of inflected verb forms in given phrases or sentences.

STATE SCORE: 84

Satisfactory progress is being made in proper utilization of grammatical structure, although the skill measured by objective 3-49 appears to be better developed than that measured by objective 1-48.

Observation

Scores obtained on the skills classified under syntactical structure indicate that adequate development is occurring in the areas of sentence-phrase discrimination and utilization of inflected verb forms. Minimal performance was demonstrated on the items measuring the construction of sentences using past, present, and future forms; substituting words of the same grammatical function; and identification of sentence endings.

FIGURES OF SPEECH

Identification

3-30 The learner will identify specified figures of speech in reading selections.

STATE SCORE: 7

The low performance on this objective can be attributed to (1) lack of knowledge of the word "simile" as used in the directions; (2) no introduction to this skill at this level; or (3) technical difficulties within the item. Similes can be used to aid comprehension by assisting in gaining meaning from a passage. Utilizing similes to obtain meaning is a skill which fourth graders use quite often; however, the skill of locating and naming similes is a more difficult task with which fourth graders are unfamiliar.

RECOMMENDATIONS

After careful review of the objectives measured on the fourth grade assessment and the scores obtained by students throughout the State, the following recommendations are made:

1. Phoneme-grapheme correspondences should be taught without regard to position unless the position is important to a specific graphemic representation of a phoneme. For example, when teaching the /f/ spelled f, it should be taught in all positions, rather than reteaching three times to emphasize the initial, medial, and final positions. However, when teaching /f/ spelled ff, the student should be told that this graphemic representation for the /f/ never occurs in the initial position. By continuous reteaching of the portions of the phonemes several things are occurring: (a) The reading process is being complicated. (b) Children must rely on using the phoneme in the initial position until the other positions are taught; in the meantime, they begin to over-rely on the use of initial phonemes for decoding, which often leads to poor decoding skills. (c) When phoneme-grapheme correspondences are taught separately, medial phonemes do not receive the same amount of instruction as the phonemes in other positions.

2. Vowel phoneme-grapheme correspondences must receive more careful instruction, as they are more difficult to learn than the consonant correspondences. More words can be decoded by using the phoneme-grapheme correspondences for vowels than by using the traditional phonic generalizations, which research has proven to be inapplicable to much of the English language.

3. Skills necessary to decoding must continue to be emphasized at the elementary levels; however, knowledge of these skills is usable only when students have been taught to apply the skills in their reading process. It appears that students have adequately mastered the isolated skills but are not able to utilize them when reading a selection. This generalization is made based on the differences in listening and reading comprehension scores. The assumption is made that if students can comprehend a passage auditorially, yet not comprehend it when they read, their problem may not be lack of comprehension skills as much as the inability to recognize the words in the passage.

4. Students must be taught to understand and utilize word parts to gain an understanding of word meanings. The ability to identify roots, suffixes, and prefixes is basic to understanding the English language. Even though this skill is developmental throughout all levels of reading, the basic concept should be learned by most nine year olds.

5. More emphasis should placed upon learning basic sight words. Basic sight words should be mastered by most fourth graders. However, it

appears that more emphasis has been placed on isolated decoding skills, which are often taught in terms of phonic generalizations that do not apply to many of the basic sight words. Acquisition of an initial vocabulary stimulates a successful beginning to reading and resolves many problems which contribute to children becoming "remedial readers."

6. To insure learning, the basic sight words should be taught through a variety of approaches.

7. Students must be taught both literal and interpretative comprehension skills as well as their utilization. Without comprehension, reading does not occur. Comprehension must be taught to all students at all levels, from kindergarten through adult education.

8. Word meanings, which are basic to comprehension, must be emphasized at all levels. If decoding skills are mastered and utilized to their fullest extent and the meanings of the words are still unknown to the students, they will be unable to comprehend the material.

9. The use of context to determine meanings should be introduced at an early grade and developed throughout all grades. It is improbable that students will ever learn the meanings for all words encountered in their reading; therefore, context can provide a means of unlocking many unfamiliar words.

10. Reading is a tool to be used in all subject areas as well as for enjoyment. It is therefore recommended that more emphasis be placed on teaching and using the study skills in practical situations in the classroom. Reading is taught in mathematics, social studies, science, art, health, music, and all areas; therefore, skills can be taught and utilized throughout the day and not just during a specified period of time labeled "reading." Without this transfer of knowledge across all areas, reading is just another subject area, and not a tool for learning.